

Board of Education Meeting

Wednesday, October 2, 2024 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **CALL TO ORDER and THE PLEDGE OF ALLEGIANCE**

2. **STAFF AND STUDENT RECOGNITION**

3. **APPROVAL OF MINUTES**

3.1. September 11, 2024 - Special Meeting

3.2. September 11, 2024 - Regular Meeting

4. **COMMITTEE REPORTS**

5. **STUDENT REPRESENTATIVE REPORTS**

6. **CHAIR REPORT**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. PERSONNEL

8.1.a. Teacher Retirements

8.1.b. New Teacher Hires

8.1.c. A-1 Teacher Hire - Effective August 29, 2024

8.1.d. A-2 Teacher Resignation - Effective June 18, 2024

8.1.e. A-2 Teacher Hires - Effective August 29, 2024

8.1.f. A-3 Teacher Resignations - Effective June 18, 2024

8.1.g. A-3 Hires - Effective August 29, 2024

8.1.h. Teacher Leave of Absence Request

8.2. GRANTS

8.2.a. Alliance District Increasing Educator Diversity (IED) Grant

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

10.1. Bristol Leader and Educator Evaluation and Support Plan - Second Presentation

10.2. Chippens Hill Middle School Underground Storage Tanks Project Complete

11. **CURRICULUM REVISION**

11.1. Freshman Academy Curriculum (Second Reading)

12. **TEXTBOOK ADOPTION**

12.1. Media Freedom and Power Textbook (Second Reading)

13. **NEW BUSINESS**

14. **INFORMATION/LIAISON REPORTS**

15. **VOTE TO CONVENE INTO EXECUTIVE SESSION**

16. **VOTE TO RECONVENE INTO PUBLIC SESSION**

17. **Possible action concerning the proposed successor contract with Local 3551.**

18. **ADJOURNMENT**

BACKGROUND:

National Merit Scholarship Corporation has just announced its award winners and one BEHS student received a Letter of Commendation. It is Madison Sutkaitis who earned a Letter of Commendation for Outstanding Performance on the Preliminary SAT/National Merit Scholarship Qualifying Test.

First Name	Last Name	National Recognition Awarded	National Recognition Awarded	
Paige	Ansah		African American	top 10%, GPA greater than B+
Giavana	Hatcher		African American	top 10%, GPA greater than B+
Opeyemi	Oyewumi	AP Scholar with Distinction	African American	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
Jazmein	Pryce	AP Scholar	African American	
Jamayrie M.	McRae Arroyo	AP Capstone Diploma	First Generation	
Emma	Ayende		Hispanic	top 10%, GPA greater than B+
Kaelyn	Gonzalez		Hispanic	top 10%, GPA greater than B+
Anna	Clevenger	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Alexander	Corvo	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Jordyn	Dombroski	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Ashmeet	Kaur	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Hongyi	Lu	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Opeyemi	Oyewumi	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Dylan	Prince	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Madison	Sutkaitis	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams
Brandon	Tartarelli	AP Scholar with Distinction		Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [September 11, 2024 Special Meeting Recording](#).

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 11, 2024 – 5:15 p.m.
Special Meeting Minutes

A Special Bristol Board of Education meeting was held on Wednesday, September 11, 2024, at 5:15 p.m. in the Auditorium of the Bristol Board of Education, located at 129 Church Street, Bristol, Connecticut, and via the Zoom meeting platform.

PRESENT: Commissioners: Jill Fitzsimons-Bula, Lorianne Osenkowski, Maria Simmons (virtual) and Jennifer Van Gorder

EXCUSED: Commissioner: Russell Anderson and Shelby Pons

ABSENT: Eric Carlson, Kristen Giantonio, and Dante Tagariello

ALSO PRESENT: Dr. Kim Culkin, Amy Martino, and candidate Sara Kulig

1. CALL TO ORDER

The Special Meeting was called to order at 5:16 p.m.

2. INTRODUCTION OF CANDIDATE

Dr. Kimberly Culkin introduced Sara Kulig, as the recommended candidate for the Greene-Hills Dean position. Dr. Culkin shared background information regarding Mrs. Kulig with board members. Mrs. Kulig addressed the board briefly and Board members were invited to discuss and ask questions. This appointment is on the consent agenda for this evening's board meeting.

3. ADJOURNMENT

There being no other business, the meeting should be adjourned. (5:22 p.m.)

Respectfully Submitted,

Jill Fitzsimons-Bula

Jill Fitzsimons-Bula, Board Secretary
Bristol Board of Education

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [September 11, 2024, 2024 Regular Meeting Recording.](#)

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, September 11, 2024 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, September 11, 2024, at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via the Zoom Meeting Platform.

ATTENDANCE:

Russell Anderson: Present
Eric Carlson: Present (Arrived at 7:35 p.m.)
Jill Fitzsimons-Bula: Present
Kristen Giantonio: Present
Lorianne Osenkowski: Present
Shelby Pons: Present
Maria Simmons: Present
Dante Tagariello: Present
Jennifer Van Gorder: Present

ALSO PRESENT: Iris White, Acting Superintendent

1. CALL TO ORDER/ THE PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chair Pons called the September 11, 2024, Regular Board of Education meeting to order at 7:00 p.m. and asked the audience to stand for The Pledge of Allegiance. Chair Pons asked the audience to join her in a moment of silence for Barbara Provenzano a Teacher at South Side, Greene-Hills, Stafford, Jennings, and Edgewood from 9/1/60 to 6/30/89 and we notified last night of Kathleen Sibley a Teacher at Ivy Drive and Stafford from 9/7/65 to 6/30/02.

2. STAFF & STUDENT RECOGNITION

Ms. White shared that Bristol Central High School Senior, Camryn Patton was crowned Miss Teen Connecticut. Congratulations to Camryn!

Bristol Central High Principal, Peter Winger introduced several Bristol Central scholars who have earned National recognition from the College Board for their SAT scores and GPA's. The recipients of the BigFuture honors by the College Board/SAT were present in the audience and online to be recognized for their accomplishments. Students stood to be recognized.

Last Name	First Name	National Recognition Awarded
Catano	Alejandro	Hispanic/Outstanding Performance on PSAT/3.5 GPA or better
Gao	Emily	First Generation/Outstanding Performance on PSAT/3.5 GPA or better
Jabs	Alyssa	First Generation/Outstanding Performance on PSAT/3.5 GPA or better
Mazzone	Grace	First Generation/Outstanding Performance on PSAT/3.5 GPA or better
Mondesir	Nevaeh	African American/Outstanding Performance on PSAT/3.5 GPA or better
Phan	Emily	First Generation/ Outstanding Performance on PSAT/3.5 GPA or better

3. APPROVAL OF MINUTES

August 14, 2024 - Special Meeting Minutes

The Board of Education voted to approve the August 14, 2024 - Special Meeting Minutes as written.

This motion, made by Kristen Giantonio and seconded by Maria Simmons, Carried Unanimously.

Commissioner Tagariello Abstained.

August 14, 2024 - Regular Meeting Minutes

The Board of Education voted to approve the August 14, 2024 - Regular Meeting Minutes as written.

This motion, made by Dante Tagariello and seconded by Kristen Giantonio, Carried unanimously.

August 21, 2024 - Special Meeting Minutes

The Board of Education voted to approve the August 21, 2024 – Special Meeting Minutes as written.

This motion, made by Jennifer Van Gorder and seconded by Kristen Giantonio, Carried unanimously.

Commissioners Dante Tagariello and Jill Fitzsimons-Bula abstained.

4. COMMITTEE REPORTS

Finance and Operations Committee

Commissioner Tagariello reported that the Finance and Operations Committee met twice this month, once for a Special Meeting on September 4, 2024, and again earlier this evening for its Regular meeting. At the September 4 meeting, the committee approved two change orders for the fire alarm installation at Bristol Central and Bristol Eastern. The committee also approved a bid not to exceed \$45,000 for Profilm, the company that will be installing film on the windows at Chippens Hill Middle School. Since we were not able to do a full air conditioning project at Chippens, this was one of the solutions to utilize the remaining ESSER/ARP Funds. At the regular meeting, earlier this evening the Food Services summary report showed a year-to-date net profit for the month of August as \$66,462 the total balance is \$850,616 so the program remains in a good state. The committee also received the final amount for the 2024 fiscal year budget, we are at a net deficit of \$3,472,811 that amount will be transmitted to the city to let them know that we will need that amount to make ourselves whole as part of our statutory requirement. Many characters make up that deficit, the largest is obviously the Special Education line; that deficit, of the total is 6.2 million dollars. The current snapshot for fiscal year 2025 is not really illustrative of how we will end up at year-end, but the current balance is \$32,238,129.

Student Achievement

Commissioner Fitzsimons-Bula reported that the committee met on August 21st. The committee moved four items to the full board, they include Media, Power and Freedom, Human Rights, Holocaust and Human Behavior, and French ECE. The committee also had the opportunity to learn about the Dual Enrollment Grant and the success of the Recharge program. The next Student Achievement Committee is scheduled for September 18th.

Policy Committee

Commissioner Fitzsimons-Bula reported that the committee met on August 28, 2024. The committee moved two items to the full board, they are Connecticut Climate Policy 5131.91, which is a policy that the committee has been tracking for a couple of meetings to see if any new recommendations came out from the state level at this point there had been none, so it was decided to move it to the full board. The majority of the changes would be the titles in the policy. It is something that we are going to continue to keep an eye on. The next policy that you will be hearing about tonight was Bylaw 9326 Minutes, Taping and Broadcasting. The bulk of our conversation around this policy was really focused on our process on any public comment that we received in writing, that it is read at the full board so there is a record of it, we also continued our discussion on policy audit and Policy 2141 Recruitment of Superintendent and that is going to be on our next agenda for further discussion. Our next policy meeting is scheduled for September 25th.

School, Family, and Community Partnerships

Commissioner Simmons reported that the committee met on August 28th. The agenda and other attachments for School, Family Community, and Partnerships will now be on Boardbook with the other committee agendas, this will help to streamline and allow there to be one place to access committee agendas, minutes, and other supporting documents. The committee discussed developing a goal, to keep the committee. The committee developed the following goal for the 24-25 school year. During the 24-25 school year the School, Family, and Community Partnerships committee will actively engage members of the Bristol and Education Community to help inform the committee's work in developing, outlining, reviewing, and implementing all policies related to the Board of Education's communication with its various constituents. The committee also looked at School, Family, and Community Partnerships committee expansion and how we want to engage the community by looking at community member and student participation to make sure that we're hearing and honoring the voices of the community we're not working in a silo but knowing that our work impacts people and so we need to have the right people at the table to be able to bring this work forward. The committee discussed a strategic plan, now that they have a goal the committee wants to look at creating a School, Family, and Community Partnerships strategic plan that will keep us focused on the work so that when we come together we will have specific action items. We will determine how we are going to carry out those items, what kind of outcomes we want to engender and how we are going to measure the work of what we are doing in the committee. The committee discussed the Dyslexia awareness campaign that is going to be launched in October at the legislative office building. It is amazing work that is being done to bring awareness to some of our most vulnerable learners and those are students with dyslexia and learning disabilities. She is excited to bring that work forward, as she is also on the committee. We were able to meet with student Representatives at Eastern and Central and gratitude to the principals for allowing us to share some ideas about how we can actively engage student representatives in a more hands-on way maybe having a seat at the table, making sure that the people who our policies and actions impact the most are people who are going to sit at the table with us and inform the work that we do so they are looking to explore that further. September is library card sign-up month, which is important because there are so many great community resources that we have that we really want to bring into our work. There is so much available at our local library and they are hoping to have more participation and more visibility. Also, reciprocally we can send people to the library and they can access the amazing resources they have there. The work of the committee is to engage the community. The committee will be working on the Strategic Plan at the Wednesday, September 25, 2024 meeting. Commissioner Simmons asked the community to participate in the conversation in any way that they want to be involved. The committee will be excited to meet with stakeholders in the community to move the work.

5. STUDENT REPRESENTATIVE REPORTS

Bristol Central

Senior Abigail Wasta presented her first report of the 24-25 school year. Highlights from her report included being excited to be back at BCHS and having a great first few weeks of school; Senior Rambassador training took place before school started. Rambassadors are leaders within the school that help out our freshmen. They then helped with freshman orientation, welcoming the new baby Rams to Central, handing out schedules, giving tours, and meeting the freshmen in advisory. In Advisory, three to four seniors are put with around 12 freshmen and one teacher. Our advisory meets every day for 10 minutes and meets 30 minutes on Wednesday. In advisory relationships are built between students of all grades, and with their teacher. Advisory is a key tool used for students to check in and communicate both with other students and adults it is the first step in building a better relationship in communication within BCHS. Classes are running smoothly, clubs are starting up and our fall Sports season is ramping up with our first football game taking place on Friday. Abigail is excited to be a BCHS student representative for the 24-25 school year and she is looking forward to working with Peyton and the Bristol Eastern staff and students as well to ensure the happiness of everyone within the BPS Community.

Bristol Eastern

Senior Peyton Troth presented her first report of the 24-25 school year. Highlights from her report include Taking a moment to remember the lives that were lost 23 years ago today on 9/11. Peyton reported that the sports season is just beginning, and the coaches, players, family, and friends are getting hyped up. Peyton shared ways to keep up with the sports seasons by looking up Bristol Eastern's social media pages, most pages have BEHS with the sport on Instagram or on Facebook, Bristol Eastern website or Bristol Eastern Athletics. This next month Bristol Eastern has lots of activities for both students and teachers to be a part of, the annual club fair will be held during lunch, drivers ed classes are starting and auditions for the fall play are in full swing for Harry Potter and the Cursed Child. Students are adjusting to new schedules and new rules. Every Wednesday for 30 minutes during Advisory they have Blue Crew, which allows for homerooms to do activities together; last week they played games getting to know each other and this week they set goals for the school year. Blue Crew allows students to connect to one another as well as with the teacher. Peyton thanked Mr. Higgins, Mrs. Vetrano and Mr. Redman for kicking off the school year on a good note, the students are feeling good about the school year. She is grateful for the opportunity to serve as the Bristol Eastern Senior representative and cannot wait to see what this year brings.

6. CHAIR REPORT

Chair Pons provided the monthly Chair Report. Items discussed included the Connecticut State Department of Education 2024-2025 Focus Areas and school safety. [Click here](#) to read the full chair report.

7. SUPERINTENDENT REPORT

Ms. White presented the monthly Superintendent's Report. Ms., White thanked administrators and staff for the work they did to get the district ready for the start of school. There was a positive energy and tone about the start of the year as we welcomed families. A special thank you was given to Pete Fusco and the facilities team for all the behind-the-scenes work; to Steve Cabelus, Director of School Security for his work across the district and to Collin Uryase, Director of Transportation for being so responsive with our families. For the Back to School Bash Update, Ms. White shared a highlight video from the bash. The event was well attended. A big Thank You to Erika Treannie and Kristy Trelli for all of their work in making the event a success. The final item was the HQI Report presented by Carly Fortin. Mrs. Fortin shared information on the HQI program that was run over the summer.

8. CONSENT AGENDA

Chair Pons called for a motion to approve the Consent Agenda which includes Items 8.1.a through 8.2.b.

The Board of Education voted to approve the Consent Agenda as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1. PERSONNEL

8.1.a. Administrative Resignations

Congdon, Denise - DW - Dean of Personnel Pupil Services - effective August 26, 2024
Dietter, Michael - BoE - Deputy Superintendent - effective TBD

The Board of Education voted to approve the Administrative Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.b. Administrative Hire

Kulig, Sara - GH - Dean of Students - effective date TBD

The Board of Education voted to approve the Administrative Hire as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.c. Teacher Resignations

Ellison, Efrin - BCHS - Business Teacher - effective August 12, 2024
King, Elizabeth - BCHS - TESOL Teacher - effective August 19, 2024
Mason, Derek - CHMS - Special Education Teacher - effective September 6, 2024

The Board of Education voted to approve the Teacher Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.d. New Teacher Hires

Basroon, Jenifer - CHMS - Grade 7 Science Teacher - effective August 26, 2024
Bedlack, Karen - BCHS - CW TESOL Teacher - effective August 26, 2024
Boutote, Jacob - SS - Grade 5 Teacher - effective August 26, 2024
Cassidy, Haley - BAIMS - Grade 8 Math Teacher - effective August 26, 2024
Conklin, Madison - EPH - Special Education Teacher - effective August 26, 2024
Downes, Jason - GH - Grade 7 Social Studies Teacher - effective September 3, 2024
Elkey, Rachel - EPH - Literacy Coach - effective August 26, 2024
Giancarli, Alyssa - ID - Grade 5 Teacher - effective August 26, 2024
Greger, Logan - WB/NEMS - Speech and Language Pathologist - effective August 26, 2024
Grenier, Bridget - BCHS - Social Studies Teacher - effective August 26, 2024
Hamel, Meghan - ID - Grade 5 Teacher - effective September 4, 2024
Heiden, Mykala - WB - Grade 2 Teacher - effective August 26, 2024
Hernandez, Jessica - ID - Grade 2 Teacher - effective August 26, 2024
Larson, Brianna - WB - Grade 3 Teacher - effective August 26, 2024
Laviero, Jennifer - NEMS/BAIMS - PE/Health Teacher - effective September 3, 2024
Morin-Scata, Madison - ID - Special Education Teacher - effective August 26, 2024
Needham, Heather - EDGE PreK - PreK Special Education Teacher - effective August 26, 2024
Nichols, Krista - BAIMS/BPA - Art Teacher - effective August 26, 2024
Olmstead, Melanie - CW @ WB - PE/Health Teacher - effective August 26, 2024
Park-Knowles, Lory Lena - WB - Grade 8 ELA Teacher - effective August 26, 2024
Spatafore, Daniel - CHMS - Grade 8 Science Teacher - effective September 3, 2024
Thomas, Trevor - GH - Grade 6 ELA - effective August 26, 2024
Torres, Maria - ID/MTV - Special Education Teacher - effective August 28, 2024
Villanueva, Kenisha - CW @ ID/EDGE - Speech and Language Pathologist - effective August 26, 2024
Wiese, Gina - CW @ WB/GH - Grades 6-8 Library Media Specialist - effective August 26, 2024
Witkewicz, Rachael - ID - Social Worker - effective August 26, 2024
Wolf, Ryan - SS - Grade 4 Teacher - effective August 26, 2024

The Board of Education voted to approve the New Teacher Hires as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.e. A-1 Teacher Resignations - Effective June 18, 2024

Fleischman, Jeffrey - BEHS - Social Studies Department Head
Sisson, Suzanne - CHMS - Yellow Team Leader

The Board of Education voted to approve the A-1 Teacher Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.f. A-1 Teacher Hires - Effective August 26, 2024

Bourke, Logan - BEHS - Mathematics Department Head
Dilernia, Elizabeth - BEHS - Science Department Head
Nugent, Alyssa - BEHS - Social Studies Department Head

8.1.f. A-1 Teacher Hires - Effective August 26, 2024 – cont'd

Petrillo, Amy - CHMS - Yellow Team Lead
Sisson, Suzanne - CHMS - Purple Team Lead

The Board of Education voted to approve the A-1 Teacher Hires as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.g. A-2 Teacher Resignations - Effective June 18, 2024

Bittel, David - BEHS - National Honor Society

The Board of Education voted to approve the **A-2 Teacher Resignations** as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.h. A-3 Teacher Resignations – Effective June 18, 2024

Germain, Eileen - CHMS - Math Curriculum Coordinator
Palermo, Cynthia - BAIMS - Math Curriculum Coordinator
Quinto, Julie - GH - Co-AVID Coordinator

The Board of Education voted to approve the A-3 Teacher Resignations as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.i. A-3 Hires – Effective August 26, 2024

O'Rourke, Neil - BAIMS - Math Curriculum Coordinator
Rubbo, Cary - GH - AVID Coordinator

The Board of Education voted to approve the A-3 Hires as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.1.j. Sixth-Year Salary Credit - Effective September 1, 2024

<u>Name</u>	<u>Assignment</u>
Banda, Kara	Special Education Teacher, BCHS
Broderick, Colin	Special Education Teacher, BEHS
Carlisle, Laura	Special Education Teacher, EDGE PreK
Dinnan, Sarah	English Teacher, BCHS
Ellison, Effrin	Business Teacher, BCHS
Grabowski, Joseph	Social Studies Teacher, CHMS
Haseltine, Rachel	Literacy Coach
Latko, Eliza	Physical Education Teacher, WB
Mastroianni, Rosetta	World Language/TESOL Teacher, NEMS
Nugent, Alyssa	Social Studies Teacher, BEHS
Pratt, Colin	Grade 8 Social Studies Teacher, CHMS
Troche, Steve	World Language Teacher, BCHS

The Board of Education voted to approve the Sixth-Year Salary Credits effective September 1, 2024 as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.2. GRANTS

8.2.a. Alliance District Application 2024

The Board of Education voted to approve the submission of the 2024 Alliance District Application 2024.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

8.2.b. McKinney-Vento Homeless Assistance Grant

The Board of Education voted to approve the McKinney-Vento Homeless Assistance Grant as written.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

9. PUBLIC COMMENT

1. Ann Marie Harmon – 49 Fair Street – Chose not to address the Board
2. Lauren Verneglia – 79 Beechwood Lane – Addressed the Board regarding targeting within the district
3. Mike Erosenko – 40 Palmore Place – Addressed the Board regarding Safety
4. Jen Tagariello – 139 Grove Street – Addressed the Board regarding various topics

10. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

10.1. Bristol Leader and Educator Evaluation and Support Plan - First Presentation

Carly Fortin, Chief Academic Officer, provided an in-depth look at the Bristol Leader and Educator Evaluation and Support Plan. Commissioners were provided a copy of the plan prior to the meeting and can review the plan and ask questions in the intervening month. Mrs. Fortin, thanked the evaluation committee members for all of their work and the time they committed to doing this work. The plan will be on the October board meeting agenda for a vote.

10.2. New Teacher Hiring Overview for 2024-2025

Dr. Culkin presented the annual New Teacher Hiring Overview. Since last month's meeting Bristol Public Schools has hired 27 additional certified teachers. Teachers have been hired in the following areas: Special Education, PE and wellness, Pre-K, Elementary, Middle School and High School content areas, Speech and Language, TESOL, Art, and Social Work. Eight (8) of the new certified teachers are residents of Bristol, 22 of the new teachers identify as female two (2) as male and one chooses not to disclose. Twelve (12) of our new teachers have their initial teaching certification, two (2) with durational shortage area permits, ten (10) have provisional and three (3) have professional learning certification. Two (2) of our new teachers identify as Hispanic, One (1) as Asian, One (1) as black, and 23 as white. We continue to seek seven (7) certified teaching positions which include four (4) special education, one (1) chemistry teacher a TESOL teacher and Dean of Pupil Personnel Services and the Director of Technology and Student Data. Per request, Mrs. Culkin shared information regarding the exit survey participation, race and ethnicity of resigning or retiring teachers and retirement/resignation by location and clarification of teacher attrition rates. Questions and discussion followed regarding what is the district doing to hire a diverse workforce; how some of the data was reported and how this year's resignations and retirement compare historically.

10.3. Pupil Personnel Service Report

Amy Martino presented the monthly Pupil Personnel Service Report. Highlights from her report include: As of August 1, 2024, 1,735 of the 7,872 enrolled Bristol students were identified as requiring Special Education programming. As of September 1, 2024, 1,744 of the 7,909 enrolled students were identified as requiring Special Education programming. The enrollment for both August and September reflects Special Education identification rates of 22.0% of the total BPS student population. As of August 1, 2024, 109 students with disabilities required out-of-district placements at private education programs, compared to September 1st where there were 113 students. There were 84 students during the month of August requiring special education programming services at other public out-of-district schools, including magnet schools, and 82 students as of September 1st. During the month of July 2024, 15% of newly registered

10.3. Pupil Personnel Service Report – cont’d

students were identified as students with special education programming needs at the time of registration, 1 of which required an out-of-district program. and services at an out-of-district special education school program. During the month of August, 26%, of newly registered students required special education programming needs at the time of registration, again one (1) of those students required an out-of-district program. During the month of July there were no 211 calls, and one (1) 911 call, and during the month of August there no 211 calls, and no 911 calls.

11. CURRICULUM REVISION

11.1. French ECE Curriculum (Second Reading)

Leszek Ward presented the French ECE Curriculum for a second reading. It was first presented to the Student Achievement Committee on August 21st.

The Board of Education voted to approve the French ECE Curriculum as presented.

This motion, made by Dante Tagariello and seconded by Kristen Giantonio, Carried Unanimously.

11.2. Holocaust and Human Behavior Curriculum (Second Reading)

Leszek Ward presented the French ECE Curriculum for a second reading. It was first presented to the Student Achievement Committee on August 21st.

The Board of Education voted to approve the Holocaust and Human Behavior Curriculum as presented.

This motion, made by Dante Tagariello and seconded by Kristen Giantonio, Carried Unanimously.

11.3. Human Rights ECE Curriculum (Second Reading)

Leszek Ward presented the French ECE Curriculum for a second reading. It was first presented to the Student Achievement Committee on August 21st.

The Board of Education voted to Human Rights ECE Curriculum as presented.

This motion, made by Dante Tagariello and seconded by Eric Carlson, Carried Unanimously.

11.4. Media Freedom and Power Curriculum (Second Reading)

Leszek Ward presented the Media Freedom and Power Curriculum for a second reading. It was first presented to the Student Achievement Committee on August 21st.

The Board of Education voted to approve the Media Freedom and Power Curriculum as presented as written.

This motion, made by Dante Tagariello and seconded by Russell Anderson, Carried Unanimously.

12. TEXTBOOK ADOPTION

12.1. Media Freedom and Power Textbook (First Reading)

Leszek Ward presented the Media Freedom and Power Textbook for a First Reading. Bristol Public Schools recently developed the curriculum to offer Media, Freedom and Power as a dual enrollment opportunity in partnership with SCSU. This is the first reading of The This is the first reading of The Power of Free Expression in America (Second Edition), which is a required textbook for that course. The textbook approval will appear on the October meeting agenda for a vote.

13. POLICY REVISION

13.1. Policy 5131.91 - CT School Climate Policy Revision

Commissioner Fitzsimons-Bula presented Policy 5131.91 - CT School Climate Policy Revision. This is a Connecticut School Climate mandated policy recommended to be adopted by the Bristol Board of Education. This was reviewed in the Policy Meeting on August 28, 2024. Policy 5131.91 was approved to be moved to the full board for approval.

The Board of Education voted to approve the Policy 5131.91 - CT School Climate Policy Revision as written.

This motion, made by Russell Anderson and seconded by Dante Tagariello. Carried Unanimously.

13.2. Bylaw 9326 - Minutes Revision

Commissioner Fitzsimons-Bula presented Bylaw 9326 - Minutes Revision. This is a CABA model Bylaw 9326 recommended to be adopted by the Bristol Board of Education. This was reviewed in the Policy Meeting on August 28, 2024. Bylaw 9326 was approved to be moved to the full board for approval.

Following discussion, The Board of Education voted to approve Bylaw 9326 - Minutes Revision as written.

This motion, made by Kristen Giantonio and seconded by Eric Carlson, Carried.
Commissioner Tagariello Opposed.

14. NEW BUSINESS

There was no New Business to come before the Board.

15. BUILDING REPORTS

Peter Fusco presented the following Building Reports:

Chippens Underground Storage Tank

The Finance and Operations Committee acting as the Building Committee accepted this project as complete.

ESSER/ARP Building Committee Update

All of the projects are moving along. We have been conducting several site visits a week in addition to our weekly job meetings with all of the contractors.

BAIMS Building Committee

The construction manager continues to work on pricing for the replacement of the music suite. Once all of the pricing is received, the building committee will meet to review the options to restore the space

NEMS Building Committee Report

Phase two was approved and bids are out to the public. Bids are due back on October 2nd.
The construction fence is up and this is an active construction zone.

16. INFORMATION/LIAISON REPORTS

Commissioner Simmons provided a liaison report for South Side School and Bristol Eastern High School.
Commissioner Carlson provided a liaison report for Northeast Middle School.
Commissioner Anderson provided a liaison report for Mountain View School.
Commissioner Osenkowski provided a liaison report for Ivy Drive and Chippens Hill Middle School.
Commissioner Giantonio shared information regarding the Supreme Court tour with the judicial branch.

17. ADJOURNMENT

Chair Pons adjourned the meeting at 8:59 p.m.

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

DRAFT

Julia Dolce

TEACHING EXPERIENCE

Plymouth Public Schools, Plymouth, CT— Grade 5 Teacher

August 2022- Present

- Provided a range of instructional, management, and assessment strategies to meet the needs of different students
- Utilized strategy groups to differentiate during both reading and writing workshops
- Established positive rapport with all students, parents & guardians through home calls, emails, and conferences

Westfield Public Schools, Westfield, MA — Grade 6 STEM Teacher

August 2020- June 2022

- Demonstrated positive and effective classroom management skills
- Kept classroom environments focused on learning by establishing & reinforcing clear objectives
- Diversified teaching techniques and learning tools help students with differing ability levels

East Lyme Public School, East Lyme, CT- Grade 6 Special Education Teacher

June-August 2023

- Supported students in the academic areas of mathematics and reading, incorporating fun enrichment activities, with a focus on social-emotional learning
- Designed and created lessons for students' individualized learning goals

Westbrook Public Schools, Westbrook, CT- Grade 2 Summer Academy Teacher

July 2021

- Supported students in the academic areas of mathematics and reading, incorporating fun enrichment activities, with a focus on social-emotional learning
- Designed and created lessons for the second-grade math and reading curriculum

Littleville Elementary- Huntington, MA — Student-Teacher

September 2019-May 2020

- Taught lessons based on a fifth-grade science curriculum
- Designed and created lessons for the fifth-grade math curriculum
- Created modifications on assignments for students who need accommodations

EDUCATION

University of Massachusetts Amherst - Amherst, MA

September 2021 - May 2023

M.Ed Science Education

GPA: 4.0/4.0

Westfield State University - Westfield, MA

September 2016 - May 2020

BS-Elementary Education Major, BA-Liberal Studies, Concentration in General Science, 5/2020 GPA: 3.59/4.0, Dean's List awarded every semester

Member of the Kappa Delta Pi, the International Honor Society for Education at Westfield State

Member of Chi Alpha Sigma, a national scholar-athlete honor society

Work Experience

Head Resident Assistant, Westfield State University — Westfield, MA Jan. 2020 to Mar. 2020

- The position performs diverse responsibilities, including acting as a role model, peer counselor, event planner, resource/referral person, administrator, and crisis responder. Supervised 350 students in a residence hall. Worked as a member of a team. Managed six RAs reporting directly to me
- **Resident Assistant, Westfield State University — Westfield, MA Jan. 2019 to Dec. 2019**
- Was responsible for a floor of students (60 residents) in a residence hall

Certification

Provisional Educator CT
licensure Elementary, 1-6, MA
licensure Elementary, 1-6, Initial,
MA licensure Sheltered English
Immersion

Completion of the TEAM
Mentoring Program-completed
3/29/24

AWARDS

-Captain of the Women's Golf
Team at Westfield State
University 2019-2020

-Named to 2017, 2018, and
2019 Fall and Spring
All-Academic Team by
Massachusetts State
Collegiate Athletic
Conference

- Awarded the Westfield
State Wisdom and Merit
Award 2020, the award
recognizes seniors who have
been actively involved in
university organizations
while at Westfield State and
who have attained a
minimum cumulative grade
point average of 3.5.

- Selected as a 2020 Sankofa
Scholar, this recognition is
given annually to
exceptional students who
are dedicated to helping
ensure that diversity and
inclusion will continue to
grow at the University

Brittany Y. Knopf

CONTACT INFORMATION	TEACHING EXPERIENCE
<p>☎</p> <p>➤</p> <p>✉</p>	<p>Middletown Public Schools Middletown, Connecticut (2022 – 2023) Science Teacher, Grade 6</p> <ul style="list-style-type: none"> Initiate communications with families regarding current objectives, assignments, and grading information. Confidence in technology integration and design. Digitize and organize all materials for student and family access via Microsoft and Google applications.
EDUCATION	
<p>Central Connecticut State University M.S. Special Education, May 2014 Cumulative GPA: 4.0</p> <p>Central Connecticut State University B.S. English, May 2012 Cumulative GPA: 3.94</p>	<p>Manchester Public Schools Manchester, Connecticut (2018 – 2022) Science Teacher, Grade 6</p> <ul style="list-style-type: none"> Wrote curriculum to create and adapt lessons and performance tasks aligned to national standards. Professional Learning Communities (PLC) Leader for department.
TEACHING CERTIFICATIONS	
<p>K – 6 (013)</p> <p>English, 7 – 12 (015)</p>	<p>RHAM Middle School Hebron, Connecticut (2013 – 2017) English Teacher, Grade 7</p>
ACHIEVEMENTS	
<p>Central Connecticut State University, School of Education and Professional Studies: Celebration of Alumni Excellence, Outstanding Young Professional Award Recipient, 2015</p> <p>Central Connecticut State University Department of Residence Life, Programmer of the Year, 2012 – 2013</p> <p>American Savings Foundation Scholarship, 2009 – 2013</p> <p>Central Connecticut State University President Citation Award, Class of 2012 Recipient</p> <p>Central Connecticut State University Dean's List, 2008 – 2012</p> <p>Ruth Schlichting Kossyta CCSU Foundation Scholarship, 2011</p>	<ul style="list-style-type: none"> Analyzed summative and formative assessment data to inform instruction and differentiation. Collaborated with fellow team teachers to discuss student progress and to implement interventions and accommodations as needed. Redesigned English Grade 7 curriculum. <p>Central Connecticut State University School of Education and Professional Studies Dean's Office New Britain, Connecticut (2010 – 2013) Academic Advising Assistant</p> <ul style="list-style-type: none"> Provided students with academic advising assistance, Praxis information, long-term planning initiatives, course schedule adjustments, and change of major requests. Utilized Microsoft Office Suite, social media, and Banner to meet the needs of both students and faculty. Collaborated with faculty to provide relevant and updated information to students. Created and maintained various attractive display boards for faculty and students.

Brittany Y. Knopf

CONFERENCE PRESENTATIONS	LEADERSHIP EXPERIENCE
<p>New England Philosophy of Education Society, “Hearts and Minds without Fear: Unmasking the Sacred in Teacher Preparation” (2014)</p> <p>Connecticut National Association for Multicultural Education (NAME) Conference, “Expanding Bilingual Dual Language Education in Our Schools: A Summit to Inspire, Organize, and Advocate” (2011)</p> <p>College for Every Student National Conference, “Creating a College Culture in Our Elementary Schools” (2010)</p> <p>Connecticut State University Undergrad English Conference, “Language Acquisition – Apologies in Young Children’s Discourse” (2010)</p>	<p>Central Connecticut State University Department of Residence Life New Britain, Connecticut (2010 – 2013) Senior Resident Assistant</p> <ul style="list-style-type: none">• Performed resident assistant responsibilities while supervising fellow staff members.• Conducted interviews for resident assistant candidates.• Provided informative and authentic training presentations for new and returning resident assistants.• Assisted the resident director in planning and implementing staff development initiatives.• Responded to emergencies, student conflicts, and misconducts accordingly.• Created dozens of residence hall programs and bulletin boards to involve and educate residents in the areas of diversity, health, professional development, community building, and civic engagement.• Organized five campus-wide diversity programs centering around social justice and tolerance.• Organized two campus-wide health programs with local police department.
PROFESSIONAL DEVELOPMENT	
<p>Connecticut River Salmon Association, Salmon-in-Schools Training (2022)</p> <p>Courageous Conversation Academy, A New Way of Being: Interrupting the White Narrative (2022)</p> <p>Ron Clark Academy National Educator’s Conference (2015)</p> <p>Hartford Courant Journalism Workshop, “Shifting Directions in Creating Student Projects” (2015)</p> <p>EASTCONN’s Argument Writing Grades 6 – 10: All of the Hows, Whats, and Whys (2015)</p> <p>EASTCONN’s Speaking and Listening in Middle and High School Classrooms (2014)</p> <p>Connecticut Education Association New Teacher Conference (2010, 2011, 2013, 2014, 2015)</p> <p>National Education Association Higher Education Conference (2013)</p>	



Heather Sweeney

Business Educator



PROFILE

Highly seasoned, dedicated, results-oriented professional that is initiative driven and solution oriented. Resourceful skill set with experience in various industries such as education, retail, marketing, and coaching. Believes in a classroom environment that exemplifies engagement and real world learning. Strongly believe in continuous self development and learning to maintain up to date curriculum that can be applied to modern business practices.

SKILLS

Communication
Leadership
Problem Solving
Innovative
Classroom Management
Interpersonal
Differentiated Instruction
Technology Integration
Flexibility
Social Media

CURRENT WORK EXPERIENCE

BUSINESS TEACHER

Mark T Sheehan High School

Aug 2017 - Present

- Teach five different business courses per semester, ninety minute prep periods, A/B day schedule
- Seasoned in delivering a variety of business content to 200+ students a year, grades 9-12th
 - Accounting ECE, Advanced Business Honors, Marketing, Entrepreneurship, Personal Finance, Sports & Event Marketing, Investing, International Business, Web Design, Intro to Business
- Assist students in becoming better problem solvers, effective decision-makers, communicators, and leaders
- Maintain a 90% digital classroom utilizing technology program such as Google Classroom, Canva, Blogging, Social Media, Google and Microsoft
- Foster positive environment by building rapport with all students throughout the year
- Conduct ongoing assessment of student learning with self and peer reflection, Quick question quiz, apply learning to self, exit tickets, warmers, debates, journalizing and performance tasks
- Developed and implemented curriculum for various courses focusing on MBA Research, State / National Standards and beyond
- Modified curriculum to meet levels of student for all levels, including those in Alternative Route & EEP program
- Participate in student retention strategy development regularly
- Strengthen teacher parent relationship with quarterly newsletters, digital holiday cards and email communication
- Launched management groups in the Advanced Business honors course where student groups are in charge of Titan Pitstop, Printshop and Bakeshop, Marketing, Finance and Merchandising

CLASS ADVISOR

Mark T Sheehan High School

2020 - Present

DECA CLUB ADVISOR

Mark T Sheehan High School

2018 - Present

- Launched the development of DECA at MTS
- Developed community building activities to bring the wallingford community and our student population together
- Organize and mentor students for state and national business competitions, resulting in top-three finishes.
- Gold Certification SBE
- Thrive Level Chapter Campaign Recognition
- DECA member National Recognition

ASSISTANT GIRLS' SOCCER COACH

Mark T Sheehan High School

2019 - 2024

ASSISTANT GIRLS' SOFTBALL COACH

Mark T Sheehan High School

2018 - 2022



Heather Sweeney

Business Educator



EDUCATION

Master of Science, Education
University of Bridgeport
2009 - 2011

Bachelor of Science, Business
Psychology Minor
2002 - 2006
Lynn University

Certification 010 & 013

TECHNOLOGY PROFICIENCY

Google Classroom, Drive
Google Hangouts, Docs,
Slides, Sheets, Forms
Canva
Prezi
Powerschool
Peardeck
EdPuzzle
FlipGrid
MindTap - Accounting
SmartBoards
Screencastify
Poll everywhere
CodeHS

OTHER EXPERIENCE

SOCIAL MEDIA MANAGER & BARTENDER

Max Restaurant Group 2010 - 2017

- Managed content, site development and outreach to one million CT residents

BUSINESS TEACHER

Bunnell High School, Stratford 2013 - 2015

- Developed business curriculum, grades 9-12; Career, Business 101, Finance, Entrepreneurship
- FBLA Advisor, Class Advisory, School Store

BUSINESS TEACHER

North End Middle School, Waterbury 2012 - 2013

- Designed and launched a business program specifically for the middle school
- Managed multiple classrooms of over 30 students, grades 6-8; various learning levels

SCHOOL INVOLVEMENT

- Speaker and Mentor chosen for Top Student in Class
- Received grant and developed the school store, Titan Pitstop
- Participated in Teacher / Student PowderPuff Football game for the last six years
- Lunch Duty Advisor

COMMITTEES & CONFERENCES

- Teacher Advisory Network, CT Representative, Business
- DECA Nationals three day Professional Development
- MBA Research Committee, State of Connecticut
- Marketing Standards Workgroup, CREC
- Stipend Committee
- School Safety Committee
- Vision of a Graduate Professional Development
- UConn Teaching with Technology

ADDITIONAL CERTIFICATIONS

- Licensed CT Realtor
- Yoga
- Holistic Health



**BRISTOL LEADER AND EDUCATOR
EVALUATION AND SUPPORT PLANS
2024-2025**

Table of Contents

The Role of the Professional Development and Evaluation Committee (PDEC)	4
Local and State Reporting	6
BRISTOL LEADER PROFESSIONAL LEARNING AND GROWTH PLAN	7
Professional Learning Standards and Structures	7
The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement	8
Orientation	11
Goal(s) Setting (Completed by November 1)	11
Midyear Check-in (Completed by March 1):	12
End-of-Year Reflection/Summative Review (Completed by June 30)	12
Professional Practice and Leader Growth	12
Observation of Professional Practice/Site Visits and Feedback	12
Growth Criteria	13
Tiered Support and Corrective Support Planning	14
Tier 1	14
Tier 2	14
Tier 3	14
Corrective Support Plan	15
Dispute Resolution	15
Process	16
Time Limits	17
BRISTOL EDUCATOR PROFESSIONAL LEARNING AND GROWTH PLAN	18
Theory of Action and Evaluation Plan Development	18
Stakeholder feedback provided these design considerations:	18
Goals for the Revised Evaluation System	18
Evaluation Timeline	21
Exploration Stage	23
Professional Learning Goals of the Exploration Stage (Summarized)	23
Characteristics of Educators within the Exploration Stage of the Professional Development and Evaluation System:	23
Goal-setting and Review	24
Observations	24
Key Components of the Exploration Stage:	25
EXPLORATION STAGE ACTIONS	31
Recommended Learning Plans (as aligned to TEAM)	32
Elaboration Stage	35

Professional Growth Goals of the Elaboration Stage (Summarized)	35
Characteristics of Educators within the Elaboration Stage of the Professional Development and Evaluation System:	35
Goal-setting and Review	36
Observations	36
Key Components of the Elaboration Stage:	38
ELABORATION STAGE ACTIONS	41
Educators who will be retiring	43
Targeted Improvement Plan	44
Support in this plan is characterized by:	44
Identification of Educators in Need of an Improvement Plan:	44
Tiered Support	44
Tier 1	45
Targeted Improvement Plan Actions	45
Supportive Documentation	46
Dispute resolution	47
Appendix A: CSDE Educator Evaluation and Support Plan Non-negotiables/Bristol Crosswalk	49
Appendix B: Sample Reflection Questions - Leader	56
Self-Reflection Sample Questions	56
Professional Learning and Action Questions	56
Appendix C: Definition of Cohorts - Leader	58
Appendix D: Growth Criteria and Sources of Evidence - Leader	59
Appendix E: Observation/Site Visit Forms - Leader	60
Appendix F: Sample Corrective Support Plan - Leader	61

Bristol Board of Education Members	Bristol PDEC Members <i>Professional Learning Planning and Bristol Evaluation Steering and Feedback</i>	
<p>Shelby Pons, <i>Chair</i> Maria Simmons, <i>Vice-Chair</i> Jill Fitzsimons-Bula, <i>Secretary</i> Russel Anderson Eric Carlson Kristen Giantonio Lorianne Osenkowski Dante Tagariello Jennifer Van Gorder</p>	<p>Iris White <i>Acting Superintendent</i> Dr. Michael Dietter <i>Deputy Superintendent</i> Kimberly Culkin <i>Chief of Talent Management</i> Amy Martino <i>Director of Pupil Personnel Services</i> Carly Fortin <i>Chief of Academics</i></p> <p>Christina Anderson, Educator Danielle Autencio, Educator Amy Bastiaanse, Leader Kenneth Bagley, Leader Freicka Baldwin, Educator Nicole Beauchamp, Educator Kelly Bouchard, Educator Ryan Broderick, Leader Michelle Cantin, Leader Catherine Cassin, Leader Meghan Cawley, Educator Michelle Cote, Educator Kristine DeLeo, Leader Sheryl Elliott, Paraeducator</p>	<p>Mariliz Fitzpatrick, Leader Lindsay Gagnon, Educator Joseph Grabowski, Educator Sara Hale, Leader Sharon Jacques, Educator Carolyn Kielma, Educator Sara Kulig, Educator Jessica Lemos, Leader Michelle LeVasseur, Leader Rosetta Mastroianni, Educator Olivia Pietrowicz, Educator Azra Redzic, Leader Sandra Robair, Educator Jillian Romann, Leader Kara Satalino, Educator Julie Stevens, Educator Anne Tacinelli, Educator Jill Thomspson, Educator Kristy Trelli, Leader Joanna Vastola, Educator Melanie Vetrano, Leader Debra Vitale, Educator Leszek Ward, Leader Kristine Woods, Educator</p>

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator

selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals are selected as delegates for administrators, teachers, paraeducators, and other school personnel.

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year;
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

BRISTOL LEADER PROFESSIONAL LEARNING AND GROWTH PLAN

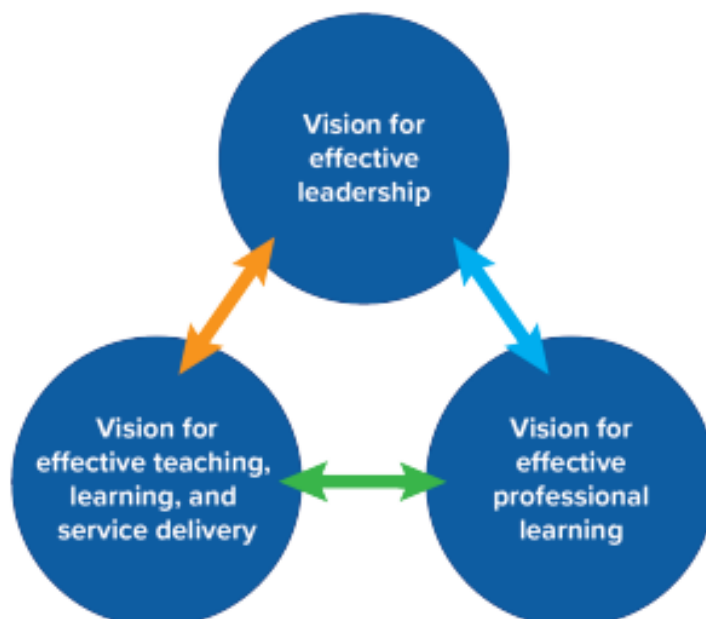
Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Bristol will be following the CSDE Evaluation and Support Plan for Leaders, as written.

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus. Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Orientation

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than **October 15**. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see appendix B). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection

and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator’s goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

“Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
<p><u>Cohort 1</u></p> <p>Who:</p> <ul style="list-style-type: none"> • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) <p>What:</p> <ul style="list-style-type: none"> • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary 	<p><u>Cohort 2</u></p> <p>Who:</p> <ul style="list-style-type: none"> • Leaders who have successfully completed Cohort 1 in their current LEA <p>What:</p> <ul style="list-style-type: none"> • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader’s new learning on their practice/goal
- The impact the leader’s new learning and practice had on the leader’s practice, organizational growth, educator growth, and student outcomes.
- Next steps

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining

representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions;
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision. *In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district. 12 Connecticut Leader Evaluation and Support Plan 2024

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date

of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

BRISTOL EDUCATOR PROFESSIONAL LEARNING AND GROWTH PLAN

Theory of Action and Evaluation Plan Development

In our evaluation system, we believe that creating a holistic professional development environment will drive continuous improvement in teaching practices. We plan to achieve this by designing observations that authentically reflect teaching experiences, offering educators diverse and timely feedback, and fostering ongoing reflection and self-assessment. We aim to align individual goals with district initiatives and standards. This alignment, along with identifying various measures of student growth and promoting collaboration, establishes a continuum of practice. Through a structured support system and clearly defined stages, our theory of action anticipates enhanced professional growth, ultimately leading to more effective teaching and improved student outcomes.

Stakeholder feedback provided these design considerations:

- Includes formal and informal observations that capture authentic practice
- Provide educators with timely, meaningful feedback through multiple forms
- Schedule opportunities for formal and informal feedback from administrators and peers
- Recognize student growth and achievement in a variety of ways
- Create pathways for teachers to meet goals consistently over time
- Encourage ongoing reflection
- Provide tools and opportunities to self-assess and reflect
- Align goals with district goals
- Align educator practice standards with appropriate national standards
- Encourage ongoing collaboration between educator and evaluator
- Define tiered support

Goals for the Revised Evaluation System

- Recognize a continuum of practice and support for educator growth
- Align professional learning system and individual educator goal-setting with district goals
- Design a structured support system with clearly defined stages

- Recognize that feedback, support, and professional learning will be varied based on conditions such as changes in curriculum, grade level, courses, schools, etc.
- Design observation/feedback/learning process that authentically reflects teaching experiences
- Provide educators with diverse and timely feedback
- Foster on-going reflection and self-assessment
- Promote collaboration as part of the learning process
- Focus on continued growth over the achievement of a level

2024-2025 SUMMARY OF CHANGES TO THE EVALUATION SYSTEM	
Same	Different
CCT	CCT plus North Stars* *In future development, linked to pertinent national standards for non-classroom teachers
Multiple stages set by tenure	Flexible stages (Exploration, Elaboration, Extension coming in 25-26)
Evaluation is a process scheduled for a one-year cycle	Evaluation process can develop across multiple years
Observations with Ratings of Practice	Observations with Single Point competency (met/unmet)
Student Learning Goals Aligned to District Goals	Student Learning Goals tied to District Goals AND Vision of the Graduate
Minimum of three observations for Non-Tenured Teachers	Minimum of three observations for teachers in Exploration 1 unannounced, 2 announced per year
Minimum of two observations for Tenured Teachers	Minimum of two announced observations for teachers in Elaboration
Value of Peer Collaboration	Two peer observations are required in Elaboration Collaboration required for professional learning around standard high-quality practice for the school
	Continuous Improvement recognized through conferencing, revision to portfolio, revision to professional learning plans
Conferencing about student and professional learning goals at the beginning, middle of the	Conferencing about student and professional learning goals at the beginning, middle of the

year, and end of year	year, and end of year with a portfolio review (Exploration)
Professional Learning Goals	Professional Learning goals tailored by stage, which can be linked to the professional learning opportunities within the year
Protraxx	Google* For Year 1-Classroom Teachers Only Year 2-Planned transition for all other educators

Summary of Phase-In Plan for Educator Evaluation Plan		
2024-2025	2025-2026	2026-2027
<p>Observation Process Identify professional practice standards to be used for educators not covered under the CCT (ex social workers, school psychologists, instructional coaches, etc)</p> <p>Supporting Professional Learning List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>List recommended professional learning resources (online videos, readings, texts) connected to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals</p> <p>Continuous Improvement Process Collect feedback on Professional Learning and Growth Plan from teachers and administrators. Reflect on feedback and make adjustments.</p> <p>Collect examples and non-examples of Portfolio Components for the Exploration Stage.</p> <p>Identify staff members who meet the characteristics. Invite them to a work group to develop the</p>	<p>Observation Process Develop on-demand Orientations to Vision of the Graduate, Bristol High-Quality Instruction (North Stars)</p> <p>Supporting Professional Learning Develop on-demand or in-person PL modules for North Stars 1, 2, and 3</p> <p>Develop School-wide Playbook and link to District-wide Playbook</p> <p>List recommended professional learning resources (online videos, readings, texts) for teams developing schematics</p> <p>Continuous Improvement Process Name characteristics of staff who are ready for the Extension phase</p>	<p>Signifies on-going revision and continued improvement based on stakeholder feedback. Specific actions have not yet been identified.</p>

Extension phase. Develop Professional Learning Goals, Success Criteria, and Required Evidence of the Extension phase Technology Transition all educators into Google system		
---	--	--

Evaluation Timeline			
Evaluation Event	Completion Date	Exploration	Elaboration
Professional Learning	August/Beginning of Year	X	X
BOY Conference	October 15		X
First Observation (unannounced) Complete	October 15	X	
BOY Conference	November 1	X	
Unannounced Observations	September to December	X	X
Professional Learning	September to December	X	X
Announced Observation-1	December 1	X	X
MOY Conference	February 1	X	
End-of-Term Conference	Mid-February		X
Announced Observation 2	April 1	X	x
Unannounced Observations	January to May	X	X
Professional Learning	February to May	X	X
Complete Announced Observations (SY total of 3)	May 1		X
EOY Conference	Last Day of School	X	X

Blue fields indicate conferencing, grey fields indicate observations, white fields indicate PL



Figure 1



Figure 2

Figure 1: Stages of support in this plan are fluid. Over time teachers should expect to morph in and out of the stages.

Figure 2: Each of the stages of support in the Bristol teacher evaluation system is designed to include both teacher-directed learning and administrative support (gray portion of each bar). The amount of administrative support is adapted as the teacher receives in accordance with the stage of support.

Exploration Stage

The initial stage of our professional growth and assessment initiative is "Exploration." During this stage, the primary aim is to cultivate a comprehensive understanding of Bristol's definition of High-Quality Instruction, encapsulated in its North Stars framework, which is firmly rooted in the foundational principles of the Common Core of Teaching. Additionally, educators are tasked with grasping and effectively instructing toward the pivotal objectives within the curriculum, aligning goals with the overarching objectives of the state, district, and school. Through this process, educators will gain insight into how curriculum design and instructional methodologies contribute to the realization of our vision for graduates within Bristol Public Schools.

Professional Learning Goals of the Exploration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none"> ● Bristol's Vision of the Graduate (VOG) ● Alignment of the VOG to Curriculum ● State, District and School Goals ● Growth and Achievement Data ● Bristol's Definition of High-Quality Instruction/North Stars ● CT Common Core of Teaching (CCT) ● Assessment practices ● Continuous Improvement Cycle 	<ul style="list-style-type: none"> ● Plan lessons using the district curriculum incorporating high-quality instructional practices ● Use high-quality instructional practices to positively impact student learning ● Reflect on student learning, curricular decisions, and instructional practice ● Seek professional learning to continue to improve practice ● Collaborate with colleagues around student learning and practice ● Communicate with students and their families about their learning ● Set, monitor, and respond to student learning goals

Characteristics of Educators within the Exploration Stage of the Professional Development and Evaluation System:

- Educators new to Bristol Public Schools

OR, May also be

- Educators who are new to a grade-level/course/role
- Educators who will be using new core resources for the first time
- Educators who along with their supervisor choose this plan for more guidance and support, for which elements of the stage could be tailored and targeted.

Support in this stage is characterized by:

- More guidance in developing student and professional learning goals
- More frequent observations and feedback
- A more structured professional learning plan
- Greater coaching support

Key Assessments of Professional Growth and Development:

- Observation (minimum of 3 per year)
- Formative Review of Practice through conferencing
- Self-reflection and assessment
- Summative portfolio

Goal-setting and Review

At the beginning of the exploration stage, administrators will conduct an unannounced observation by October 15th. This observation is intended to help inform the goal-setting process.

Beginning of the year conference: Teachers and administrators will collaboratively develop a professional learning goal and learning progression based on the observation, professional development opportunities, coaching, alignment to TEAM learning goals, and teacher input. Teachers will also set goals for student learning based on benchmarks for the marking periods.

Middle of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Goals and learning plan may be adjusted.

End of the Year: Progress toward accomplishing goals will be reviewed. Portfolio will be reviewed. Team will develop an initial plan for the following year.


Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, there will be one unannounced observation prior to October 15th. Once goals have been set, there will be at least two announced observations focused on the North Star and areas identified within the CT Common Core of Teaching identified within the goal and learning plan each year. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Exploration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Strategically plan for instruction, demonstrating knowledge and skill of each North Stars and the CT Common Core of Teaching (2010)	<p>Incorporate expectations and strategies to support students' social and personal development into lesson planning. (NS1)</p> <p>Craft strong learning targets and success criteria that are aligned to tasks that generate student thinking toward the target and success criteria. (NS2)</p> <p>Plan for the varied use of instructional strategies that vary the learning tempo and provide opportunities for students to think deeply and participate actively. (NS3)</p> <p>Plan ways for students to connect their learning with the understandings of one another or new content through discourse and/or written expression. (NS 4)</p> <p>Incorporate opportunities for student goal-setting and self-assessment coupled with formative feedback. (NS 5)</p>	<p>Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria)</p> <p>Model elementary plan-Math</p>
Actively support student learning outcomes through the use of strategies and techniques in each of the North Stars and the CT Common Core of Teaching	<p>Successfully demonstrate the effective use of strategies and techniques for each North Star as identified in the Bristol HQI Observational Tool that links North Stars with CT Common Core of Teaching</p> <p> Linking NS & CCT</p>	<p>For each North Star, two observations that successfully meet all characteristics</p>
Reflect on the use of each North Star impacts classroom shifts and student learning outcomes.	<p>Reflect on their implementation of instructional practices aligned to Bristol North Stars and the CT Common Core of Teaching, , sharing how each NS influenced changes in classroom practices and student outcomes. Changes in classroom practices could include teaching strategies, classroom environment,</p>	<p>For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning.</p>

	<p>student behavior, or instructional materials. Student outcomes could include changes in student indicators of learning, student engagement, motivation, or academic performance.</p> <ul style="list-style-type: none"> • The reflection should be evidence-based and include examples, anecdotes, data or observations that illustrate the impact of each North Star on classroom shifts and student learning outcomes. • There should be a connection to the broader goals of the teacher, school, and district. • The reflection should offer insights including lessons learned, challenges encountered, success achieved and areas for further improvement. 	
<p>Seek professional learning and growth opportunities around high-quality instruction, relating new learning back to Bristol North Stars and the cT Common Core of Teaching</p>	<p>Actively engage in professional learning opportunities related to Bristol’s definition of high-quality instruction and the CT Common Core of Teaching</p> <p>Apply apply new learning from professional development opportunities to classroom practice</p> <p>Seek feedback from colleagues, coaches, or mentors on the implementation of new learning</p>	<p>Professional learning log that includes coaching conversations, learning walks, peer feedback, etc.</p> <p>And at least one of the following:</p> <ul style="list-style-type: none"> • At least 1-2 video clips demonstrating professional learning • Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews • Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
<p>Collaborate with colleagues to discuss and share strategies for incorporating Bristol’s North Stars and the CT Common Core of Teaching into their teaching practice.</p>	<p>Contribute ideas, experiences and perspectives related to incorporating Bristol’s North Stars and CT Common Core of Teaching into teaching practice</p>	<p>4 total examples of at least 3 of the following options:</p> <ul style="list-style-type: none"> • Meeting minutes documenting evidence of discussions around NS strategies

	<p>Demonstrate a shared understanding of Bristol's North Stars</p> <p>Identify the ways in which North Star practices could support students with diverse needs to create inclusive and equitable learning environments that support the success of all learners.</p>	<ul style="list-style-type: none">● Collaboratively developed resources● Strategic plan for the grade level or course that incorporates NS practice● Peer Observation Feedback● Administrator observation of collaboration with peers around NS strategies
--	---	---

2. BRISTOL'S VISION OF THE GRADUATE

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know the Bristol Vision of the Graduate and be able to articulate how their instruction and curricula connect with and move toward students' fulfillment of the Vision.	Demonstrate a thorough understanding of the Bristol Vision of the Graduate, including its overarching goals Explain and demonstrate how curricular choices and instructional practices are aligned with specific knowledge, skills, and dispositions outlined in the Vision.	Minimum of 3 Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> ● Curriculum development/revision ● Vertical curriculum discussion ● Student work review/protocol ● Learning walks ● Promising Practice walks
Communicate to students how their learning in the grade/course/unit connects to the Vision of the Graduate	Develop instructional and assessment strategies and tools that align with the goals of the Bristol Vision of the Graduate and can provide meaningful feedback to students regarding their progress toward achieving those goals.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment
Create experiences for students that align with the Bristol Vision of the Graduate	Incorporate components of the Bristol Vision of the Graduate into lesson plans, units of study, and classroom activities Design instruction that is responsive to diverse needs, interests, and abilities of students and aligned with the goals of the Vision of the Graduate.	At least 1 of the following: Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction Student work samples Teacher-designed assessment

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Know state, district, and school goals for areas most closely related to their role and be able to show the relationship between goals at each level.	Articulate the connections between each level of goals (state, district, school) and how they may impact decision-making in the classroom	Goal-setting Conference conversation
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Yearly student learning outcome goals Evidence of data-tracking toward meeting those goals
Understand the difference between achievement and growth data	Explain how achievement data and growth data are used to inform instructional planning, differentiation, and intervention strategies to meet the diverse needs of students	EOY data review that identifies both achievement and growth of students
Understand and use varying forms of assessment and the data they provide to improve practice and outcomes	Select and utilize appropriate assessment tools and methods based on instructional goals, student needs, and curriculum standards Collect and use data systematically, accurately, and ethically Use data to scaffold and differentiate instruction, adapting teaching strategies, materials, and resources to meet diverse needs Provide timely, specific, and actionable feedback to students based on assessment data	At least 3 of the following <ul style="list-style-type: none"> ● Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies ● Written reflection on the use of data ● Documentation of collaborative planning meetings where educators discuss the use of data to inform instructional decisions ● Examples of scaffolded and/or differentiated assignments, activities, or assessments tailored to meet the diverse needs of students based on data analysis ● Student work samples showing how data was used to

		<p>influence outcomes</p> <ul style="list-style-type: none"> • Student self-assessment or reflection activities showing how students used feedback to guide their learning
Engage in the continuous improvement process	<p>Set clearly defined, measurable goals</p> <p>Develop an action plan outlining concrete steps and strategies for achieving identified goals</p> <p>Implement planned actions and strategies effectively</p> <p>Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights</p> <p>Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each other in achieving individual and collective goals</p>	<p>Completed goal-setting template</p> <p>and</p> <p>At least 3 of the following:</p> <ul style="list-style-type: none"> • Copies of an action plan outlining concrete steps • Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed • Action plan revisions or updates reflecting changes in practice • Observations of implementation efforts, including feedback from supervisors, colleagues, or external reviewers • Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts

EXPLORATION STAGE ACTIONS					
Process	Action	Evaluator	Educator	When	Evidence
Professional Learning	Orientation to Vision of the Graduate, Bristol High-Quality Instruction (North Stars), and District/School Goals	x		August	Professional Learning session in New Teacher academy and Self-paced webinar
Observation	Conduct an unannounced observation	x		October 15	Completed observation form
Beginning of the Year Conference	Collaboratively develop a professional learning goal and progression for the first term based on observation, professional learning, coaching, and teacher input.	x	x	November 1	Exploration P...
	Set goals for student learning based on benchmarks for marking periods		x		
	Approve goals for student learning and professional learning	x			
	Schedule announced observation with pre-conference	x		December 1	n/a
Observation	Share lesson plan with NS indicated at pre-conference		x	December 1	Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		September to December	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation		x	September to December	n/a
Middle of Year Conference	Reflect on the term and gather evidence for portfolio		x	September to December	Portfolio folder
	Link evidence into portfolio file		x	By January 1	Portfolio tracking sheet

	Review portfolio and plan next cycle	x	x	February 1	Portfolio tracking sheet
	Review student learning goals		x		Midyear Review of Goals
	Provide feedback on learning goals, review and revise	x	x		Midyear Review of Goals
Observation	Schedule announced observation with pre-conference	x		April 1	n/a
	Share lesson plan with NS indicated at pre-conference		x		Lesson plan
	Observe with focus on NS identified in goal plan	x			Completed Observation Form
	Submit reflection on lesson plan and observation based on feedback		x		Reflection
	Conduct unannounced observations as needed for support	x		January to May	Completed Observation Form
Professional Learning	Engage in continued professional learning through formal opportunities, coaching, reading, peer observation				
End of Year Conference	Reflect on the term and gather evidence for portfolio		x	January to May	Portfolio folder
	Link evidence into portfolio file		x	May 1	Portfolio tracking sheet
	Review student learning goals		x	Last Day of School	End of Year Review of Goals
	Provide feedback on learning goals, review and revise	x	x		End of Year Review of Goals
	Review portfolio, goals, and develop initial plan for following year	x	x		Portfolio tracking sheet

Recommended Learning Plans (as aligned to TEAM)

Year	September-December		January-May	
	TEAM	North Star	TEAM	North Star
1	Module 1	North Star 1	Module 3	North Star 3
2	Module 2	North Star 4	Module 4	North Star 2

SUMMATIVE PORTFOLIO FOR THE EXPLORATION STAGE

<p>1. High-Quality Instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Minimum of five lesson plans that show evidence of all five North Stars (meeting the success criteria) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, two observations that successfully meet all characteristics <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> For each North Star, one written paragraph reflecting on how planning for and the use of strategies under that NS impacted student learning. <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Professional learning log that includes coaching conversations, learning walks, peer feedback, etc. <input type="checkbox"/> At least one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> At least 1 video clip demonstrating professional learning applied in practice <input type="checkbox"/> Documentation of feedback-seeking behaviors, such as requests for observations or peer reviews <input type="checkbox"/> Records of feedback received from colleagues, mentors, coaches, supervisors or school leaders regarding progress toward goals and effectiveness of implementation efforts <input type="checkbox"/> 4 total examples of at least 3 of the following options: <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes documenting evidence of discussions around NS strategies <input type="checkbox"/> Collaboratively developed resources <input type="checkbox"/> Strategic plan for the grade level or course that incorporates NS practice <input type="checkbox"/> Peer Observation Feedback <input type="checkbox"/> Administrator observation of collaboration with peer/huddles around NS strategies
<p>2. Vision of the Graduate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of three Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <input type="checkbox"/> Evidence of Participation in at least one of the following types of meetings: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum development/revision <input type="checkbox"/> Vertical curriculum discussion <input type="checkbox"/> Student work review/protocol <input type="checkbox"/> Learning walks <input type="checkbox"/> Promising Practice walks <input type="checkbox"/> At least 1 of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans that show a link between the Vision of the Graduate, curriculum, and instruction <input type="checkbox"/> Student work samples <input type="checkbox"/> Teacher-designed assessment
<p>3. Goals and Continuous Improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Goal-setting Conference conversation and completed goal-setting template <input type="checkbox"/> Yearly set student learning outcome goals <input type="checkbox"/> Evidence of data-tracking toward meeting those goals <input type="checkbox"/> End of Year data review that identifies both achievement and growth of students <input type="checkbox"/> At least 3 of the following <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan that demonstrates how growth or achievement data was used to inform planning, scaffolding, differentiation or intervention strategies <input type="checkbox"/> Written reflection on the use of data

	<ul style="list-style-type: none"><input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the use of data to inform instructional decisions<input type="checkbox"/> Examples of <u>scaffolded and/or differentiated assignments</u>, activities, or assessments tailored to meet the diverse needs of students based on data analysis<input type="checkbox"/> <u>Student work samples</u> showing how data was used to influence outcomes<input type="checkbox"/> Student self-assessment or reflection activities showing how students used feedback to guide their learning<input type="checkbox"/> At least 3 of the following: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><ul style="list-style-type: none"><input type="checkbox"/> Copies of an action plan outlining concrete steps<input type="checkbox"/> Documentation of <u>collaborative planning meetings/huddles</u> where educators discuss the action plan strategies and make adjustments as needed<input type="checkbox"/> Action plan revisions or updates reflecting changes in practice<input type="checkbox"/> Observations of implementation efforts, including <u>feedback from supervisors, colleagues, or external reviewers</u><input type="checkbox"/> Documentation of <u>teacher seeking feedback and records of feedback</u> received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
--	---

Elaboration Stage

When educators are ready to delve more deeply into specific elements of High-Quality Instruction, demonstrating strong foundational knowledge of all of the Bristol North Stars, the Vision of the Graduate, and the student-outcome-centered continuous improvement process, they'll participate in the "Elaboration Stage." Reflection, goal-setting, action research, and collaborative study are key principles driving the learning and assessment process for educators in this stage. Through this process, educators will gain insight into the art and science of teaching, observing, and problem-solving instructional practices, unveiling the nuances of techniques in the classroom and their impact on student learning.

Professional Growth Goals of the Elaboration Stage (Summarized)

Knowledge	Skills
<ul style="list-style-type: none">● Shared standard work descriptions for high-quality instructional practices under varying conditions and contexts● Research-base for instructional practices	<ul style="list-style-type: none">● Collaborate with colleagues around student learning and practice● Study the instructional practice of others to inform a collective, deepened approach that includes problem-solving● Develop the pedagogies of others by sharing techniques in a clear and accessible manner● Seek professional learning to continue to improve practice● Set, monitor, and respond to student learning goals

Characteristics of Educators within the Elaboration Stage of the Professional Development and Evaluation System:

- Educators who have demonstrated a strong command of the Bristol curriculum and foundational knowledge and practice of Bristol High-Quality Instruction as defined by the North Stars and the CT Common Core of Teaching, evidenced through their professional portfolio as outlined in the exploration stage of the Bristol Professional Learning and Growth system
- Reflective practitioners who center student outcomes on curriculum and instruction
- Educators who participate in and seek out additional opportunities for professional learning
- Educators who value the contributions of others in informing and developing their expertise

Support in this stage is characterized by:

- A narrowed focus on elements of high-quality instruction to ensure that a system of support can be built around individual professional learning
- A team approach for understanding specific teaching practices and their impact on student outcomes
- Peer observation
- Feedback narrowed to a specific focus from the supervisor
- Conferencing by quarter
- Schoolwide sharing of practice and learning

Key Assessments of Professional Growth and Development

- Observation, a minimum of one per semester
- Self-Reflection and Assessment
- Teaching Technique “schematic” for Schoolwide Playbook
- Collaborative reflection of professional learning shared schoolwide

Goal-setting and Review

At the beginning of the elaboration stage, teachers will complete a self-reflection. They will use this self-reflection to determine the teaching technique/method/area of study for learning for the term (semester or trimester) and a team with whom they'd like to study the practice.

Beginning of the year conference: With each individual teacher, administrators will meet to review the goals set for student learning and professional learning.

Middle of the Year conference (Trimester ½ or Semester 1): This team-based conference will be focused on the development of the “schematic” around the teaching method. The team will discuss whether they will continue the work on the technique or move to a second practice for the next term. An individual component will be used to reflect on the progress toward meeting the student learning goals set.

End of the Year conference: With each individual teacher, administrators will meet to review student learning outcomes and professional learning progress. At this conference, the stage for evaluation and support will be discussed and determined.

Bristol Workplace Standards

At the time of each conference, the administrator will review the workplace standards and will indicate any workplace standards not being met. Feedback and evidence will be shared minimally at the conference. A plan for responding to any unmet expectation will be noted within the goal-setting document and will be reviewed at the next conference.

Observations

Within this stage, teachers will conduct observations of team members using the schematic. Team members will record the dates on which they observed others and will make revisions to the schematic that is being written about the practice. At least one observation for a minimum of ten minutes should be done in the fall and one in the spring.

Evaluators will observe the teacher implementing the schematic at least once prior to the middle of the year conference and one after the middle of the year. This observation will be announced. Unannounced observations will be conducted throughout this stage to provide additional support and feedback. All observations will be a minimum of fifteen minutes with feedback, written or verbal, provided within five days. All observations must ultimately be summarized in writing following any verbal feedback.

Key Components of the Elaboration Stage:

1. BRISTOL'S PRACTICES OF HIGH-QUALITY INSTRUCTION-NORTH STARS		
Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Acquire a nuanced understanding of technique(s) related to the Bristol North Stars and the CT Common Core of Teaching, recognizing the details of the practice coupled with the potential changing scenarios in each classroom	<p>Observe colleagues as they implement the technique to revise/refine the description of practice</p> <p>Be observed by colleagues for the purposes of reflecting on one's practice and continuing to build a shared, deepened understanding of the art and science of the technique.</p>	<p>Log of at least 2 observations of colleagues of implementation of North Stars (in person or via video)</p> <p>Records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding implementation of North Stars</p> <p><i>The following supports can be considered if educators find it challenging to observe one another. Teachers should communicate with their evaluator for additional support.</i></p> <ul style="list-style-type: none"> • Utilize any availability that might be within a substitute's day • Discuss the technique with an instructional coach; coach may be able to supervise class • Team can decide to make individual recordings to share/discuss with one another • Utilize Google meets as an option to observe across schools
Develop a written guide or "schematic" for teaching techniques or methods related to a North Star and element within the CT Common Core of Teaching that reflects a deep understanding of the practice and likely conditions within the classroom (procedural)	<p>Demonstrate a thorough grasp of the techniques or methods associated with the North Star, encompassing both theoretical knowledge and practical application</p> <p>Present the techniques in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Commit to ongoing refinement and improvement of the written guide based on feedback from learners and educators</p>	Written schematic that thoroughly details a teaching technique related to one of Bristol's North Stars.
Share a reasoned and	Provide a thorough and	Written schematic for a North Star

<p>researched rationale for why the technique(s) are effective</p>	<p>well-researched basis for the impact of the technique, drawing upon credible sources</p> <p>Present the rationale in a clear and accessible manner, using language and instructions that are easily understood by colleagues</p> <p>Identify the specific situations where the technique should be considered, taking into account factors such as the goals of instruction and nature of the content being taught</p>	<p>teaching technique includes rationale and when to use that specific instructional strategy.</p>
<p>Use professional learning about techniques within instruction to influence student outcomes</p>	<p>Demonstrate the effective integration of the technique in focus, acquired through professional learning, into instructional practices</p> <p>Regularly monitor and assess student progress and outcomes to evaluate the effectiveness of the techniques employed, using a variety of formative and summative assessment methods</p> <p>Use insights gained from professional learning experiences to adapt the technique(s)</p>	<p>Observation of technique(s) acquired through professional learning</p> <p>Written reflection on effectiveness of technique employed based on student assessment data, including any adaptations made</p>

2. BRISTOL'S VISION OF THE GRADUATE (VoG)


Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Draw connections between instructional techniques, curriculum, VoG components, and student outcomes	Continuously monitor student progress and performance to assess the effectiveness of instructional techniques in facilitating learning and attainment of curriculum objectives, including identified components of the VoG, using both formative and summative assessment data	Written reflection on effectiveness of instruction in student attainment of curriculum objectives and VoG components Evidence of adjusting instruction to address formative and summative assessment data

3. BRISTOL'S GOALS AND CONTINUOUS IMPROVEMENT

Learning Goals Educators will:	Success Criteria: Educators can:	Required Evidence
Set, monitor, and respond to student learning goals that are aligned with school/district/state goals.	Set clearly defined, measurable goals that are aligned with the broader goals at the school and district level Involve students in the goal-setting process Track student progress toward goals using an assessment system	Completed goal-setting template Goal-setting Conference conversation Evidence of data-tracking toward meeting student outcome goals Evidence of student self-reflection and goal-setting
Engage in the continuous improvement process	Set clearly defined, measurable goals Develop an action plan outlining concrete steps and strategies for achieving identified goals Implement planned actions and strategies effectively Seek feedback from colleagues, mentors, coaches, supervisors and school leaders to gain different perspectives and insights Collaborate with colleagues and peers to share knowledge, expertise, and resources, and to support each	Completed goal-setting template and self-assessment of high-quality instruction and At least 2 of the following: <ul style="list-style-type: none"> ● An action plan outlining concrete steps ● Documentation of collaborative planning meetings where educators discuss the action plan strategies and make adjustments as needed ● Action plan revisions or updates reflecting changes in practice ● Observations of

	other in achieving individual and collective goals	<p>implementation efforts, including feedback from supervisors, colleagues, or external reviewers</p> <ul style="list-style-type: none"> Documentation of teacher seeking feedback and records of feedback received from colleagues, mentors, coaches, supervisor or school leaders regarding progress toward goals and effectiveness of implementation efforts
--	--	--

ELABORATION STAGE ACTIONS					
	Action	Evaluator	Educator	When	Evidence
Professional Learning	Identify areas of supported professional learning for the upcoming year and review areas of professional learning (i.e., North Star in Focus or PL Calendar)	x		August/Beg of Year Faculty	PL Calendar and North Star Techniques
	Provide educators with suggestions for teaching techniques/methods related to Professional Learning in focus	x		August/Beg of Year Faculty	
Beginning of the Year Conference	Complete self-reflection of practice around Bristol North Stars		x	September 15	Elaboration ...
	Identify the teaching technique/method/area of study for learning for the marking period (semester for high school) and team with whom they'd like to study the practice		x	September 15	
	Set goals for student learning based on benchmarks for marking periods		x	September 15	
	Approve goals for student learning and professional learning	x		October 15	
Professional Learning	Review how and why of developing standard work schematics, providing models of schematics	x		By October 1	Teaching Te...
	Use district professional learning and personal experience to begin to draft the rationale for and the technique process for the technique they selected		x	September-December	
Observations	Observe team members utilizing the schematic		x	At least 1 by	Teacher to create

	(teaching technique) to enhance/revise			December 1	their own log of observations of others. Date and teacher observed.
	Conduct an observation of the teacher implementing the technique (announced)	x		December 1	Observation Form
End of term conference	Reflect on development of schematic and student learning for first term or semester one (hs) (Continue to refine or identify a new practice)		x	Mid-February	 Elaboration ...
	Set goals for next marking period (student learning outcomes and technique) for second term or semester two (hs)		x		
	Provide feedback on goals and learning plan	x			
Professional Learning	Continue to use district professional learning and personal experience to revise the technique they selected		x	February-May	N/A
Observation	Observe team members utilizing the schematic (teaching technique) to enhance/revise		x	Total of two by May 1	Teacher to create their own log of observations of others. Date and teacher observed.
	Conduct an observation of teacher implementing the technique	x		May 1	Observation Form
Professional learning	Collaboratively develop reflection to share with school		x		
End of Year conference	Reflect on development of schematic and student learning		x	By the last day of school	 Elaboration ...
	Develop and share recommendations for professional learning for the following year based on educator reflection	x			

Educators who will be retiring

Educators who are retiring during or at the end of the school year can respond to feedback questions in lieu of the formal evaluation process. Educators must notify the Office of Talent Management by mid-October of their retirement.

The purpose of the Retirement Year Feedback questionnaire is for the District to gather information from retiring teachers and administrators regarding their career experiences in the Bristol Schools.

Targeted Improvement Plan

This plan has been developed in accordance with the procedures outlined in the Bristol Educator Evaluation and Professional Development Plan to improve the specific areas of performance noted below.

The plan will be developed to provide the necessary support and will be crafted by the administrator with educator input to create the conditions for the educator's growth and improvement.

Support in this plan is characterized by:

1. Clear and narrow expectations to improve instructional practice and educator growth
2. Increased frequency, intensity, and duration of support for professional growth
3. Shared, explicit responsibilities between educator and evaluator
4. Timelines to monitor progress and provide feedback

Identification of Educators in Need of an Improvement Plan:

An educator will need an improvement plan when there is a persistent lack of growth or resistance to growth-oriented feedback and learning through the Exploration or Elaboration phase. Examples include:

- Showing no or limited growth in a specific instructional focus area in multiple observations
- Repeated failure to implement the evaluator's feedback
- Resistance to meeting the foundational competencies as identified by Bristol Public Schools

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Targeted Improvement Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Targeted Improvement Plan. The Targeted Improvement Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth

within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Targeted Improvement Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Targeted Improvement Plan Actions

- Once a concern has been identified through the Exploration/Elaboration phase of the BPS Evaluation process, a meeting will be held to formally record the area(s) of concern and transition into an improvement plan.
- Before the meeting,
 - a. The evaluator will draft (but not finalize) the Improvement Plan, which will:
 - i. Outline the action steps needed for improvement.
 - ii. Align those action steps to the [CCT](#), which provides a detailed level of support and is aligned to the BPS North Stars indicators and definitions for High-Quality Instruction.
- During the meeting
 - a. The evaluator will use the [agenda template](#) to guide the conversation, using [this sample](#) as a model.
 - b. The teacher will have the option of having union representation, provide feedback on the improvement plan, and request assistance as needed.
- After the meeting
 - a. The evaluator will email a copy of the signed improvement plan to the educator and CC: Educator's personnel file & the Chief of Talent Management.

- b. The evaluating administrator will conduct follow-up observations and meet with the teacher approximately 6-8 weeks after the initial meeting to formally review progress.

Supportive Documentation

- [W Sample Improvement Plan.docx](#)
- [W BPS 24-25 Improvement Plan Template.docx](#)

Dispute resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Targeted Improvement Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. The evaluator will schedule to meet within the contracted work day at a mutually agreed upon time within six working days of receiving the dispute in writing from the educator. The goal of this meeting is to resolve the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. There will be a standing subcommittee on PDEC designated to serve as a neutral party for resolving disputes. The superintendent, or their designee, would select three members of the standing committee to resolve the dispute. The meeting will be scheduled within ten days of the receipt of written notice.

Characteristics of the standing subcommittee:

- Member of each collective bargaining unit (BFT/BAPS) and each level and/or department
- Annual review and calibration of the subcommittee

It is the role of the subcommittee to determine the resolution of the dispute and to

identify any actions that must be taken moving forward. Actions must be identified in writing to both the educator and the evaluator as soon as possible but no longer than ten days from the meeting.

Option 2: The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than ten school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding, as soon as possible but no longer than ten days from the meeting.

Appendix A: CSDE Educator Evaluation and Support Plan Non-negotiables/Bristol Crosswalk

Non-negotiables	Bristol	Page Reference
<p>• Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC. A representative PDEC works to mutually agree upon a standard-based best practice observation model.</p> <p>While a district may create their own rubrics for use in this process, the district must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.</p>	<p>Bristol will use the CT Common Core of Teaching (2010) as the foundation for all evaluations; Bristol’s definition of high quality instruction will be made explicit and will link to the Common Core. Feedback regarding practice will be based on both the language of the CCT and the local, more specific and explicit, description of practice.</p>	<p>Bristol Leader and Educator Evaluation and Support Plan, pages 24-26; pages 35 and 38; observation form.</p>
<p>The teacher evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.</p>	<p>The Bristol PDEC will be presenting the plan for BOE approval in August 2024.</p>	<p>n/a</p>
<p>• Evaluation and support will be an ongoing, cyclical progress monitoring process with evaluator and educator/leader/team conferences in the</p>	<p>Bristol believes in an ongoing, cyclical progress monitoring process.</p>	<p>Page 18-19, 21, 22, 24, 31, 36, 40, 41-42</p> <p>Goal setting forms for Exploration and Elaboration stages</p>

<p>fall/winter/spring.</p> <ul style="list-style-type: none"> - Educators and leaders will meet with their supervisor three times a year (at minimum, fall goal setting, midyear review, end of year reflection). <p>The meetings should be approached in a spirit of continuous improvement, reflection, and collaboration</p> <p>. Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.</p> <ul style="list-style-type: none"> - The first meeting will be focused on goal setting, which can be completed either as an individual or as a collaborative group depending on the goal. <p>In this process, the end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.</p> <p>An appropriate summary of the educator/leader growth achieved through the process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary should be tied to the agreed on standards and goals upon which the process was based and will make a distinction regarding the educator's/leader's successful completion of the evaluative cycle.</p>		<p>within the evaluation plan.</p>
<p>Multiple measures of student learning, growth, and achievement as mutually agreed upon during the</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process.</p>	<p>pages 24-28 Pages 35-40</p>

goal-setting process.	Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	
<p>Single point competencies are preferred as they focus the discussion and feedback on the desired practice rather than a rating outcome. This will allow:</p> <ul style="list-style-type: none"> • The promotion of clear, research-based expectations tied to standards. • Current rubrics could be used as talking points for feedback and deepening reflection on practice but are encouraged to be framed or converted as single points for increased clarity and avoiding the trap of ratings and past practice. This can be completed by the PDEC or by adoption of an external, standards-based model. • The goal is to establish a clearly articulated vision of effective practice that focuses on growth (celebrations/next steps) and not a final rating. 	Bristol will be using single point competencies.	Page 18 Observation Form
Goals and standards should be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.	Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.	pages 24-28 Pages 35-40
<p>Goal-Setting Goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during</p>	Bristol will be following this non-negotiable as outlined. Descriptions for stages of learning are labeled within the plan.	Pages 22, 23, 35, 44

<p>this process.</p> <p>Goals and feedback will be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed upon standards.</p> <p>Educators and their evaluators mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.</p> <p>All educators are assigned a primary evaluator (092).</p> <p>PDECs determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)</p>		
<p>Professional Practice and Educator Growth</p> <p>Feedback to educator must consider multiple and varied quantitative and qualitative indicators of evidence. ·</p> <p>Dialogue through the professional growth process should begin with educator self reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. ·</p> <p>Within the required process structure, the local PDEC may identify a minimum or recommended number of observations aligned with the current professional needs of</p>	<p>Bristol has identified professional learning goals around high quality instruction, our Bristol Vision of the Graduate, and our continuous improvement process. Success criteria and acceptable forms of evidence have been outlined for each stage of learning.</p> <p>Self-assessments/reflections are required within the evidence educators must present.</p> <p>The number of observations are included within the evidence and within the plan itself under “Observations” for both the exploration and elaboration stage.</p>	<p>pages 24-28 Pages 35-40</p>

<p>the educator (novice, provisional, professional). o The PDEC must create the district’s plan for the nature and number of observations and/or reviews of practice and artifacts that are required. ·</p> <p>There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.</p>		
<p>Evaluator/Observer/Stakeholder Feedback and Engagement</p> <ul style="list-style-type: none"> ● Feedback, tied to standards, identifies strengths and areas of focus for advancement. <ul style="list-style-type: none"> ○ – PDECs determine clear timelines for both written and verbal feedback. ○ – PDECs determine a process to determine appropriate feedback and how to use informal and formal feedback from stakeholders. ● In person beginning of the year, midyear, end-of-year check-in for all educators (timelines determined by PDEC). ● Cycle of check-ins to discuss what is happening in the classroom/school or 	<p>Bristol will be ensuring that educators receive verbal and written feedback.</p>	<p>Pages 24, 37</p>

<p>district—identify additional needs (mutually agreed upon).</p> <ul style="list-style-type: none"> • Dialogue is important, however, there must be a balance of written and verbal feedback, as required by the district plan, which must be provided periodically. 		
<p>Process Elements PDECs articulate agreed upon processes for both formal and informal observations.</p> <p>At a minimum, an initial goal-setting meeting, midyear, and end-of-year reflective progress review for all educators.</p> <p>A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a corrective support plan with indicators of success for transitioning out of it. The corrective support plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.</p> <p>PDECs should establish a clearly articulated corrective support model that is separate from the normal educator growth model.</p> <p>Corrective support models shall include:</p> <ul style="list-style-type: none"> • clear objectives specific to the well documented area of concern; 	<p>Bristol will use announced and unannounced observations; observations are described on pages 24 and 37.</p> <p>Goal setting at beginning, middle, and end of year are described and supported with guiding questions and form.</p> <p>A corrective support model has been developed and can be found on page 44-45. Bristol found the language of “Targeted Improvement Plan” to more accurately describe the desired outcome of teacher growth.</p>	<p>Pages 24 and 37 Pages 22, 23, 35, 44 Pages 44-45</p>

<ul style="list-style-type: none"> resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and » supportive actions from the evaluator. 		
<p>Dispute Resolution Each local or regional board of education shall, in mutual agreement with the professional development and evaluation committee, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.</p> <p>Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.</p>	<p>Bristol has followed the dispute resolution as outlined in the model plans.</p>	<p>Pages 46-47</p>

Appendix B: Sample Reflection Questions - Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisors, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?

- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix C: Definition of Cohorts - Leader

Definition of Cohorts

Cohort 1

Who:

- New to leadership role (e.g., principal from assistant principal etc.; first three years)
- New to LEA (first three years)

What:

- Three observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Cohort 2

Who:

- Leaders who have successfully completed Cohort 1 in their current LEA

What:

- Two observations of professional practice and/or site visits
- Feedback written and verbal within five school days
- Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary.

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix D: Growth Criteria and Sources of Evidence - Leader

Growth Criteria	Possible Sources of Evidence
<p>Development of New Learning and Impact on Practice</p> <ul style="list-style-type: none"> The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. <p>Impact on the Organization</p> <ul style="list-style-type: none"> The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. <p>Impact on Community</p> <ul style="list-style-type: none"> The leader can demonstrate how they worked effectively with colleagues/families/community. 	<ul style="list-style-type: none"> Information from site visits Strategic plans Learning walk/instructional rounds Self-reflection (e.g., journals, learning logs) Leader created professional learning materials Operational artifacts (e.g., schedules, procedural revisions) Educator learning outcomes Policy updates Community communications Constituent feedback Program development and implementation Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) Systems and structures

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix E: Observation/Site Visit Forms - Leader

Leader Observation/Site Visit Form

Fields will expand as text is added

Completed by Leader	Post-Observation/Site Visit Reflection	
	Leader Goal/Observation Focus	
Observation/Site Visit Details		
Completed by Evaluator	Date of Observation/Site Visit	
	Cohort (select 1)	<input type="checkbox"/> Cohort 1 <i>Pre & Post-Conference Required</i>
		<input type="checkbox"/> Cohort 2 <i>Post-Conference Required</i>
		<input type="checkbox"/> Additional Site Visit <i>Pre & Post-Conference Required</i>
Pre-Observation/Site Visit		
Completed by Leader	Meeting Plan and/or Context	
	Pre-Conference Notes	
Completed by Evaluator	Observation/Site Visit Evidence	
	Evidence	
Completed by Leader	Post-Observation/Site Visit Reflection	
	What does today's evidence tell you?	
	Are their patterns, trends, or outliers?	
	How will our collaborative reflection help you move forward and apply your learning in your next steps?	
Post-Observation/Site Visit Conference Feedback		
Completed by Evaluator	Evidence	
	Areas of Strengths	
	Single-Point Competencies	
	Areas for Growth and/or Next Steps	

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Appendix F: Sample Corrective Support Plan - Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Correct Support Plan Template

(Leader being evaluated) has consistently struggled with _____ . Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

**Adapted from the Connecticut Leader Evaluation and Support Plan 2024*

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Freshman Academy	College, Career, Social Emotional	9th	.50
Course Description:			
<p>Freshman Academy is an introductory course for ninth-grade students that is designed to support students with the transition from middle school to high school. In this course, students will learn strategies and skills to help them be successful in high school.</p> <p>The Freshman Academy aims to ensure that all students feel connected to the school community, receive academic and social support through a structured approach, and are well-prepared for a successful high school experience. This comprehensive, team-based model allows staff to implement targeted intervention strategies, plan learning experiences, and effectively communicate progress and concerns with students' families.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
<p>Google Platform Chromebooks Naviance 9th Grade Academic Content Curriculum</p>		<p>Aligned with Bristol Public Schools' Vision of the Graduate, this course empowers students to become self-directed learners, critical thinkers, and effective communicators. Freshman Academy emphasizes academic success, social integration, and personal growth.</p> <p>Students will engage in a variety of activities that foster collaboration, resilience, and a sense of belonging, ensuring they are well-prepared to navigate the challenges of high school. By providing targeted academic and social support, the Freshman Academy equips students with the skills and strategies necessary for success, while also encouraging them to take ownership of their learning journey.</p>	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
N/A		Fill out the equity audit linked above and link it here.	

Standard Matrix: Connecticut Comprehensive K-12 School Counseling Standards and Competencies			
Academic Domain			
	Foundations for Success: Building Academic, Executive & Social-Emotional Skills	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration
Standard A1: Demonstrate skills for effective learning and achieving school success			
Implement effective organizational study skills and test-taking skills	P		
Use time management skills in addressing school responsibilities	P	P	
Demonstrate how effort and persistence positively affect learning	P	P	
Apply techniques for reducing stress and test anxiety	P	P	
Demonstrate an understanding of graduation requirements	P		
Demonstrate the ability to work cooperatively in a group	P	P	

Review, revise, and update academic, career, and personal goals	P		
Demonstrate the skills of independent research and investigation	P		
Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for various options after graduation.			
Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities		P	
Use assessment results in educational planning			
Connect future plans to goals and make an informed program of study choices			
Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.			
Demonstrate an understanding of the value of lifelong learning	P		
Use multimodal communication to communicate a coherent message	P		
Seek and undertake experiences within the school and community that enhance coursework and support personal goals	P	P	
Standard A4: Demonstrate the ability to integrate technology to enhance learning and solve problems.			
Identify, evaluate, and utilize technology tools for academic success			
Demonstrate personal responsibility for researching postsecondary schools and careers			P
Standard A5: Demonstrate the ability to use creativity and outside experiences to enrich the learning process			
Participate in extra-curricular and community experiences			
Balance extracurricular commitments with academic responsibilities			
Understand the correlation between school success and the positive transition to community, postsecondary, and career path			P
Standard A6: Demonstrate the ability to set goals based on a reflective evaluation of current performance.			
Apply knowledge of aptitudes and interests to goal-setting		P	
Use problem-solving and decision-making skills to assess progress toward educational goals		P	
Evaluate and reflect on their actions and modify them as necessary		P	
Career Domain			
	Foundations for Success: Building Academic, Executive & Social-Emotional Skills	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration
Standard C1: Identify personal values, personality, abilities, and interests about career options and the world of work.			
Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements			P
Demonstrate skills and habits of mind essential for a job interview			

Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice			P
Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.			
Apply decision-making skills to previous career research to set career goals			P
Research postsecondary academic requirements about future career goals for the purpose of academic planning			P
Attend a college and/or career fair to research postsecondary options and requirements			
Develop a 4-year academic plan about future career goals and postsecondary requirements			
Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job to job across the lifespan.			
Organize and prioritize academic courses based on a 4-year academic plan and future career choice			
Develop ongoing time management skills and create a school and work schedule			P
Continue to learn how to effectively create S.M.A.R.T. goals and make improvements or changes as necessary	P		P
Identify steps that need to be taken over the next few years for the transition from high school to postsecondary education			
Standard C4: Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.			
Demonstrate their own financial independence			
Manage a calendar of extracurricular activities, work, school work, etc.			
Participate in job shadows and internship opportunities to explore what fields are of interest			
Standard C5: Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.			
Develop a system for collecting information that will be helpful in writing a resume (i.e., participation in extracurricular, community service activities, awards)			
Create a career plan/goals by selecting a career pathway within a career cluster			P
Attend a college and/or career fair			
Standard C6: Demonstrate an understanding of technology in the workplace.			
Apply knowledge of technology and social media to research and organize career goals			
Social Emotional Domain			
	Foundations for Success: Building Academic, Executive & Social-Emoti	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration

	onal Skills		
Standard S/E1: Demonstrate an understanding of how individual actions can impact relationships, and environments, and influence other people.			
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.	P	P	
Recognize the impact that change and transition can have on personal development and social interactions	P	P	
Demonstrate effective leadership skills	P		
Demonstrate an understanding of group dynamics and how they influence relationships	P	P	
Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.			
Demonstrate respect for all cultural traditions and heritage			
Analyze the impact of individual similarities and differences on interpersonal relationships			
Demonstrate the ability to take the perspective of others, including those from different backgrounds			
Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices			
Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.			
Develop effective coping skills when dealing with difficult decisions	P	P	
Demonstrate effective decision-making skills that lead to positive interpersonal relationships	P	P	
Demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making	P	P	
Demonstrate the ability to put a plan into action when faced with a problem	P	P	
Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.			
Understand the negative impact unhealthy relationships can have on your well-being		P	
Learn about and apply locus of control to situations that trigger negative emotions		P	
Develop skills to balance and manage life events, personal issues, and school success		P	
Demonstrate an understanding of environmental, societal, and individual stressors		P	
Identify when self or others are struggling with suicidal ideation and who to go to for help		P	
Standard S/E5: Demonstrate understanding and practice of personal safety skills.			
Differentiate between situations requiring peer support and those requiring adult and/or professional assistance			
Apply effective problem-solving and decision-making skills to make safe and		P	

healthy choices in relationships			
Know school referral options for self and others in emotional need and school procedures for responding to harassment		P	
Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)		P	
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.			
Understand the permanence of their digital identity			

Unit Title:

Foundations for Success Building Academic, Executive, and Social-Emotional Skills

Relevant Standards: Bold indicates priority

See Standards Matrix

Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> How can a positive school climate affect students' success in high school? What should a student expect to learn over a four-year high school experience? How does technology enhance communication in the learning environment? How does technology enhance productivity in the learning environment? How can awareness of one's learning styles positively impact learning? How can knowing my intelligence modality preferences help me become a better learner? Why is metacognition important? When is a GPA significant? How can test anxiety be reduced? How do retrieval cues access long-term memory and bring them to conscious awareness? What learning strategies and tools are available to help students learn? What are good personal goals? What is a SMART goal? 	<ol style="list-style-type: none"> For students to be successful at the high school level, they should understand the rules, policies, and procedures of the school that provide standards for learning, safety, accountability, and a positive school climate. An understanding of the graduation requirements and coursework at the high school level provides students with pertinent information needed to become successful students while in school and after graduation. By using technology in the classroom, students can improve organizational skills, communication, and collaborative skills in the learning environment. By using technology in the classroom, students can improve productivity and enhance personal skills in the learning environment. Identifying and being aware of one's learning styles can help an individual work, learn, and live more efficiently in the classroom. Multiple intelligences suggest that students can improve their learning outcomes by embracing their strengths and preferences for learning. Students maximize their learning potential when they are aware of and understand their own thought processes and how they learn best. GPA is very important because it provides a comprehensive look at your academic strengths and weaknesses and ability to challenge yourself. Test anxiety can interfere with the quality of an individual's performance. Being able to identify and apply strategies to manage test anxiety before and during a stressful test, can greatly reduce symptoms and increase test performance. Retrieval is the process of assessing information stored in long-term memory. Retrieval cues act as the stimuli to assist in memory retrieval. Teaching students how to effectively utilize learning strategies enhances their own study habits. Identifying personal skills, interests, and values helps one to establish good personal goals. Writing personal goals that are specific (significant), measurable (meaningful), attainable (action-oriented), relevant (rewarding), and time-bound (trackable) is essential to achieving personal goals.
Demonstration of Learning: Pass/Fail	Pacing for Unit
Students will demonstrate their learning in the unit focused on	14 lessons

<p>understanding school resources, academic success, and personal development through the following activities:</p> <ol style="list-style-type: none"> 1. School Orientation and Familiarization: <ul style="list-style-type: none"> ○ Students will participate in activities that help them become familiar with school resources, including meeting their school counselor, understanding the school's layout, and learning to use school technology. 2. Policy and Expectation Review: <ul style="list-style-type: none"> ○ Students will explore the student handbook, restate schoolwide and classroom expectations, and reflect on how a positive school climate contributes to success. 3. Academic Planning and Goal Setting: <ul style="list-style-type: none"> ○ Students will create personalized academic plans that include understanding graduation requirements, staying on track for success, setting SMART goals, and incorporating effective time management, study, and test-taking strategies. 4. Peer Learning and Reflection: <ul style="list-style-type: none"> ○ Students will gain insights from former freshmen, write a reflective letter to their future selves outlining their goals and hopes, and identify their strengths and how to apply them to their success. 5. Organization and Self-Management: <ul style="list-style-type: none"> ○ Students will organize classroom binders, identify distractions and strategies to minimize them and develop personal organizational strategies to manage their daily and weekly schedules. <p>These activities will allow students to demonstrate their understanding of the school's resources and expectations, while also setting a strong foundation for their academic and personal success in high school.</p>	
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit, your student will learn essential skills for high school success. We'll cover the school's expectations and policies to ensure they understand the standards for learning and maintaining a positive school climate.</p> <p>Students will be introduced to graduation requirements and the coursework they need to stay on track, helping them plan for both high school and future success. We'll also focus on using technology effectively to improve their organization, communication, and collaboration skills.</p> <p>Understanding their own learning styles and strengths will help students maximize their potential, while we also emphasize the importance of GPA in tracking academic progress. To support their well-being, we'll teach strategies for managing test anxiety and improving study habits through effective memory retrieval techniques. Finally, students will learn to set SMART goals—specific, measurable, attainable, relevant, and time-bound—based on their personal skills, interests, and values. We're excited to support your student's journey and help them thrive in high school.</p>	<p>Naviance and Other Web-Based Programs</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>School Wide Expectations</p>	<p>Level ALL Web-Based Program</p>

<p>On Track SMART GOAL Self-Awareness Self-Management Grade Point Average (GPA) Social Awareness Responsible Decision Making</p>	<p>Character Strong Social Emotional Learning- A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>Students learn everything they need in the first year of high school. The high school experience is a four-year journey with progressively deeper learning. Students develop skills and knowledge in various areas over time, building on previous learning. Learning styles are fixed and determine how you can learn. While being aware of learning preferences can be helpful, it's more important to adapt to different learning strategies and not limit oneself to a specific style. One-size-fits-all learning strategies work for everyone. Learning strategies vary, and students should try different methods to see what works best for them. Strategies such as spaced repetition, active recall, and summarization cater to different needs.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>None</p>	<p>Units 2, 3, and 4 will build off of the foundations of success developed in Unit 1.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>(2.1) (6.1) (8.4) (9.2)</p>	<p>(2.1) Pre-teach essential vocabulary and key concepts related to schoolwide expectations, such as "On Track," "SMART goal," "Self-Awareness," "Self-Management," "Grade Point Average (GPA)," "Social Awareness," and "Responsible Decision-Making." Clarify any misunderstandings and help students connect these terms to their own experiences and prior knowledge.</p> <p>(6.1) Assist students in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals related to their academic and personal growth. Provide examples to help them craft their own.</p> <p>Schedule regular check-ins to discuss students' progress toward their goals, adjusting as necessary based on their experiences and feedback.</p> <p>Encourage students to set goals that align with their personal interests and future aspirations, making the goals more relevant and motivating.</p> <p>(8.4) Design activities that require students to work together, emphasizing teamwork and mutual respect. Group students in different combinations to build connections.</p> <p>Acknowledge and celebrate the diverse backgrounds and perspectives of students, incorporating these into classroom discussions and activities.</p> <p>Collaboratively develop a set of classroom norms and expectations that promote inclusivity, respect, and a sense of belonging for all students.</p> <p>(9.2) Regularly include activities that prompt students to reflect on their own learning, behavior, and interactions with others.</p> <p>Integrate lessons on self-awareness, social awareness, and empathy into the curriculum, using role-playing or case studies to explore these concepts.</p> <p>Create a safe space for students to discuss their thoughts, feelings, and perspectives on various topics, fostering understanding and empathy</p>

		among classmates.	
Supporting Multilingual/English Learners		Related CELP standards:	
See examples listed below:		ML Learning Targets:	
Lesson 1 Classroom Introductions Expectations, School Introduction	<i>I can become familiar with my school counselor and understand how they can support me.</i>	<p>What would the learning targets for ML students look like for this unit? If a student is...</p> <p>Level 1 - I can use simple phrases to describe what the school counselor does and how they can support me with school or personal issues.</p> <p>Level 2 - I can describe in detail the various ways the school counselor can assist me, including academic guidance, emotional support, and future planning, and explain how to access their services.</p> <p>Level 3- I can explain in complete sentences how the school counselor can help with different types of problems, like academic or personal support, and how to make an appointment.</p> <p>Level 4- I can describe in detail the various ways the school counselor can assist me, including academic guidance, emotional support, and future planning, and explain how to access their services.</p> <p>Level 5- I can articulate clearly how the school counselor provides support in various areas such as academic planning, personal challenges, and career advice, and demonstrate how I can effectively utilize their services throughout the school year.</p>	
Lesson 5 Creating a classroom binder	<i>I can create an organized classroom binder that I will utilize throughout the year to effectively manage classroom materials and information.</i>	<p>Level 1 - I can follow simple instructions to set up a binder with basic sections for important classroom materials, such as papers and notes.</p> <p>Level 2 - I can use basic phrases and labels to create and organize sections in my binder for classroom materials, including lesson plans and student information.</p> <p>Level 3- I can use a variety of sentences and more specific vocabulary to explain concepts, ask and answer questions, and participate in class activities with increasing confidence.</p> <p>Level 4- I can use clear and detailed descriptions to create a well-organized binder with sections for lesson plans, student information, and communication logs, and explain how each section helps me manage my classroom materials.</p> <p>Level 5- I can design a sophisticated binder structure with clearly defined sections and labels for various classroom materials, and demonstrate how I will use it throughout the year to keep track of and manage information effectively.</p>	
Sequence	Learning Target(s)	Success Criteria/Assessment	Resources
Lesson 1 Classroom Introductions Expectations, School Introduction	<p><i>I can become familiar with my school counselor and understand how they can support me.</i></p> <p><i>I can understand how a positive school climate affects student success by exploring the school's student handbook, including those policies and regulations that are specifically related to attendance, academic standing, and conduct.</i></p> <p><i>I can accurately restate both schoolwide and classroom expectations.</i></p> <p><i>I understand the layout of the school and how to use the school's technology.</i></p>	<p><i>I can identify who the school counselor is and describe their role within the school.</i></p> <p><i>I can explain at least three different ways the school counselor can support me, such as academic advice, personal counseling, and career planning.</i></p> <p><i>I can outline how to make an appointment with the school counselor and what to expect during a meeting.</i></p> <p><i>I can describe specific ways in which a positive school climate supports student success and well-being.</i></p> <p><i>I can locate and describe the key policies in the student handbook related to attendance, academic standing, and conduct.</i></p> <p><i>I can demonstrate understanding by restating both schoolwide and classroom expectations clearly and accurately in various situations.</i></p> <p>Assessment: Exit ticket, check for understanding</p>	Student Handbook
Lesson 2 What does it	<i>I can explore the purpose of high school and understand the current graduation</i>	<i>I can list the specific graduation requirements for attendance, content credits, and state</i>	n/a

mean to be "on track"?	requirements for attendance, content credits, and State assessments I can identify on-track criteria, the reason for staying on-track, and short and long-term on-track goals	assessments. I can set realistic short-term goals to help me stay on track and outline long-term goals related to my high school completion and future plans. I can monitor my progress toward meeting graduation requirements and make adjustments to my goals as needed. Assessment: Goal sheet	
Lesson 3 Creating an Academic Success Plan	I can identify the steps I need to take to be academically successful and create a plan for myself I can utilize a variety of learning strategies in multiple content areas to maximize my learning.	I can create a detailed plan that outlines the steps I will take to achieve my academic goals, including deadlines and milestones. I can regularly review and adjust my plan as needed to stay on track with my academic progress. Assessment: Completed Academic Plan	n/a
Lesson 4 Guest speaker-Former Freshmen	I can gain usable knowledge from former freshmen on how to have a successful Freshman year.	I can explain how specific strategies or tips from former freshmen can be applied to my own experience. Assessment: Self-Reflection Exit ticket to check for understanding	Former Freshman Student
Lesson 5 Creating a classroom binder	I can create an organized classroom binder that I will utilize throughout the year to effectively manage classroom materials and information.	I can create a binder with different sections to keep important classroom materials organized, like lesson plans, student information, and communication logs. I can demonstrate how I will use the binder throughout the year to keep track of important information and stay organized.	n/a
Lesson 6 Letter to self	I can write a letter to myself, outlining my hopes and goals for my Freshman year.	I can clearly express my hopes and aspirations for my freshman year in the letter.	n/a
Lesson 7 My Strengths	I can identify at least 3 strengths that I have and apply them to success in my Freshman year.	I can provide specific examples of how I will use these strengths in different aspects of my high school experience, such as in classes, extracurricular activities, or social situations.	n/a
Lesson 8 Ignoring Distractions	I can identify what distractions I struggle with and identify strategies that help minimize distractions.	I can list specific distractions that affect my focus and productivity, both in and out of the classroom. I can explain how these distractions impact my academic performance and overall success. I can research and identify effective strategies to reduce or eliminate these distractions. I can create a personalized plan to implement these strategies in my daily routine. I can regularly assess the effectiveness of these strategies and adjust them as needed to stay focused and on track. Assessment: Check for understanding	n/a
Lesson 9 Organizational skills	I can identify organizational strategies that work for me and incorporate them into my daily/weekly schedule.	I can explore and list different organizational strategies, such as using planners, to-do lists, or digital tools. I can determine which strategies best help me manage my time, tasks, and responsibilities effectively. I can reflect on how using these strategies helps me stay organized and achieve my goals.	n/a

		Assessment: Exit ticket to check for understanding	
Lesson 10 SMART goal setting	I can create long and short-term SMART goals for academic success.	I can create at least one short-term SMART goal that I can achieve in the near future to improve my academic performance. I can review and adjust my goals regularly to ensure they remain relevant and achievable as I progress through the school year.	n/a
Lesson 11 Time Management	I can learn and apply time management strategies to support my academic success.	I can identify various time management strategies, such as prioritizing tasks, creating schedules, and breaking down assignments into manageable steps. I can monitor my use of time management strategies and adjust them as needed to stay on track with my academic goals. I can reflect on how effective time management positively impacts my academic performance and overall stress levels. Assessment: Exit ticket, check for understanding	n/a
Lesson 12 Learning styles	I can identify my specific learning style, and how it relates to my academic progress and make necessary changes to see academic success.	I can accurately identify my preferred learning style (visual, auditory, kinesthetic, etc.) through reflection and assessment tools. Assessment: Exit ticket, check for understanding	Learning Style Inventory
Lesson 13 Test-taking skills	I can identify test-taking skills to help me when taking exams.	I can identify and practice techniques to reduce test anxiety, such as deep breathing, positive visualization, and mindfulness. I can create a pre-exam routine that includes relaxation strategies to help me enter the exam with a calm and focused mindset. Assessment: Exit ticket, check for understanding	n/a
Lesson 14 Study skills	I can identify and employ study strategies to help prepare me to take exams.	I can create a study schedule that incorporates multiple study strategies, ensuring consistent and balanced preparation over time. I can use practice tests and flashcards to reinforce my understanding and retention of key concepts. Assessment: Exit ticket, check for understanding	n/a

Unit Title:	
Understanding Self and Others: Skills for Success	
Relevant Standards: Bold indicates priority	
See standards matrix	
Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> 1. <i>How can I effectively communicate with teachers and staff to support my academic success?</i> 2. <i>What constitutes a professional and appropriate email, and why is it important in academic and professional settings?</i> 3. <i>How can I distinguish between teasing and bullying, and what strategies can I use to handle these situations effectively?</i> 4. <i>What are effective strategies for regulating my emotions, and how do they impact my relationships and decision-making?</i> 5. <i>How can I identify the characteristics of healthy versus unhealthy peer relationships?</i> 6. <i>How can understanding my personality profile help me identify my unique strengths and characteristics?</i> 7. <i>What note-taking strategies can enhance my learning, and how can they be applied across different subjects?</i> 8. <i>What does self-efficacy mean, and how does it influence my approach to schoolwork and personal challenges?</i> 9. <i>What strategies can I use to effectively solve problems and resolve conflicts with peers?</i> 10. <i>How can collaborative skills contribute to successful teamwork?</i> 11. <i>What are the consequences of my digital communications, and how can I use social media responsibly?</i> 12. <i>What does it mean to take accountability and responsibility for my actions and academic progress?</i> 13. <i>How can reflecting on my performance help me identify areas for improvement and plan for continued success?</i> 14. <i>What strategies can I use to reduce stress and maintain mental health and strength?</i> 15. <i>How do societal pressures affect my academic and personal life, and how can I navigate them effectively?</i> 16. <i>How can I develop, refine, and deliver a speech that effectively communicates my ideas to an audience?</i> 17. <i>Why does appearance matter, and how can I make a positive impression?</i> 	<ol style="list-style-type: none"> 1. <i>Clear, respectful, and professional communication is essential for building positive relationships with teachers, staff, and peers, and for academic and personal success.</i> 2. <i>Understanding and managing emotions, recognizing healthy and unhealthy relationships, and handling social conflicts are key to personal growth and well-being.</i> 3. <i>Self-awareness, including understanding one's personality and strengths, is crucial for personal development, effective learning, and setting realistic goals.</i> 4. <i>Effective problem-solving and conflict-resolution skills are vital for navigating challenges and working collaboratively in various contexts.</i> 5. <i>Responsible use of digital platforms and social media is important for maintaining a positive online presence and avoiding negative consequences.</i> 6. <i>Taking accountability for one's actions and reflecting on past performance is critical for continuous improvement and achieving long-term success.</i> 7. <i>Developing strategies to manage stress and maintain mental health is essential for sustaining well-being and academic performance.</i> 8. <i>Preparing and delivering a well-organized speech and understanding the importance of appearance contribute to effective communication and making a positive impact on others.</i>
Demonstration of Learning:	Pacing for Unit
<p>Students will demonstrate their learning in the "Understanding Self and Others: Skills for Success" unit by:</p> <ol style="list-style-type: none"> 1. Creating a Portfolio: Compiling reflections, projects, and examples of their work related to communication, emotional regulation, conflict resolution, and more. 2. Delivering a Presentation: Developing and presenting a speech to showcase their public speaking and personal growth. 3. Engaging in Discussions and Role-Playing: Participating in discussions, feedback sessions, and role-playing activities to apply their learning in real-life scenarios. 4. Developing Campaigns or Projects: Creating campaigns or projects that reflect their understanding of digital responsibility, self-efficacy, and study strategies. 	23 lessons
Family Overview	Integration of Technology:

<p>In this unit, your students will explore important life skills that will help them succeed both in and out of school. They will learn how to communicate effectively with teachers and staff to support their academic success and understand what makes a professional email appropriate in school and future work environments.</p> <p>Your students will learn how to manage their emotions, build healthy peer relationships, and identify their personal strengths through understanding their unique personality traits.</p> <p>Additionally, they will practice note-taking strategies to enhance learning across subjects, explore how self-efficacy (confidence in their abilities) impacts their schoolwork and personal challenges, and develop conflict resolution and teamwork skills.</p> <p>The unit will also cover the impact of digital communications, responsible social media use, and taking accountability for academic progress. Through self-reflection, stress management techniques, and discussions on navigating societal pressures, your student will build the skills to stay mentally strong and balanced. Finally, they will practice creating and delivering speeches, helping them develop confidence in their public speaking abilities.</p>	<p>n/a</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Effective Communication Professionalism Teasing/Bullying Emotional Regulation Healthy Relationships Unhealthy Relationships Personality Profile Note-Taking Strategies Self-Efficacy Conflict Resolution Collaboration Digital Responsibility Accountability Self-Reflection Stress Management Societal Pressures SMART Goals</p>	<p>Level ALL Web-Based Program Character Strong - A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>Managing emotions is only important in personal situations, not in academics. Emotion regulation is important in all aspects of life, including academics. It affects decision-making, relationships, and overall well-being, helping students manage stress and stay focused on their goals.</p> <p>Conflicts should be avoided at all costs. Conflict is a natural part of life, and learning effective strategies for problem-solving and conflict resolution is important for personal and social growth. Avoiding conflicts can sometimes lead to bigger issues later.</p> <p>Public speaking skills are only important for speeches or presentations. Effective communication is essential in many areas of life, from job interviews to everyday conversations. Learning how to deliver a speech helps students improve overall communication skills.</p> <p>Stress is unavoidable, and there's no way to reduce it. While stress is a normal part of life, there are effective strategies to manage it, such as mindfulness, time management, and healthy lifestyle choices. Learning how to handle stress positively is key to maintaining mental health and academic performance.</p>

Connections to Prior Units:		Connections to Future Units:	
This unit will build off of the Foundations for Success and incorporate more social-emotional skills necessary for academic success.		This unit will link to the final unit by building on the foundational and social-emotional skills necessary for success, preparing students to plan for ongoing achievement in both academic and career paths.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.1 Optimize individual choice and autonomy: 8.4 Increase mastery-oriented feedback: 8.3 Foster collaboration and community: 5.2 Use multiple tools for construction and composition: 6.3 Facilitate managing information and resources: 6.2 Support planning and strategy development:		<ul style="list-style-type: none"> Allow students to choose topics for personalized academic planning, goals, and reflective activities. (7.1) Provide feedback on emotional regulation, communication strategies, and organizational skills to help students reflect on their progress. (8.4) Encourage peer learning through group discussions, reflection, and problem-solving activities. (8.3) Encourage the use of different tools for organizing thoughts, such as digital note-taking apps or graphic organizers. (5.2) Teach students how to organize materials and information, particularly in goal-setting, scheduling, and reflection activities. (6.3) Guide students in developing problem-solving and decision-making strategies. (6.2) 	
Supporting Multilingual/English Learners See examples for lessons listed below:		Related CELP standards:	
		ML Learning Targets:	
Lesson 1 Overcoming Obstacles	I can understand the concept of a growth mindset and use it to overcome challenges by applying strategies to turn obstacles into opportunities for personal and academic growth.	Level 1 - I can understand basic phrases about growth mindset and how to handle challenges Level 2 - I can describe basic ways to use growth mindset strategies to overcome obstacles Level 3 - I can explain how a growth mindset helps with challenges and describe strategies to turn obstacles into opportunities. Level 4 - I can analyze my own challenges and use growth mindset strategies to turn obstacles into opportunities for growth. Level 5 - I can reflect on a personal challenge, reframe it as an opportunity for growth, and describe what I learned from the experience.	
Lesson 5 Healthy vs. Unhealthy Peer Relationships	I can identify the difference between healthy and unhealthy peer relationships.	Level 1 - I can identify simple words related to healthy and unhealthy relationships. Level 2 - I can describe the basic features of healthy and unhealthy relationships. Level 3 - I can explain the differences between healthy and unhealthy relationships and discuss their effects. Level 4 - I can analyze my peer relationships and use criteria to identify and build healthy ones. Level 5 - I can describe how to build and maintain healthy relationships while addressing unhealthy ones.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Overcoming Obstacles	I can understand the concept of a growth mindset and use it to overcome challenges by applying strategies to turn obstacles into opportunities for personal and academic growth.	I can reflect on a personal challenge, reframe it as an opportunity for growth, and describe what I learned from the experience. I can use strategies such as positive self-talk, goal-setting, and persistence when facing future challenges.	n/a
Lesson 2 Communication	I can effectively communicate with teachers and staff.	I can draft a professional and appropriate email to a teacher.	n/a

Lesson 3 Responding to Teasing or Bullying	<i>I can identify the difference between teasing and bullying and utilize learned strategies on how to effectively handle those situations.</i>	<i>I can apply strategies learned to handle teasing or bullying situations effectively.</i> <i>I can explain how to seek help or support if needed.</i>	n/a
Lesson 4 Self-Regulation	<i>I can identify and utilize effective strategies to regulate my emotions.</i>	<i>I can identify and describe effective strategies for regulating my emotions.</i> <i>I can apply these strategies to manage my emotions in challenging situations.</i>	n/a
Lesson 5 Healthy peer relationships	<i>I can identify the difference between healthy and unhealthy peer relationships.</i>	<i>I can identify the characteristics of healthy peer relationships.</i> <i>I can recognize signs of unhealthy relationships.</i> <i>I can describe how to build and maintain healthy relationships while addressing unhealthy ones.</i>	n/a
Lesson 6 Guest Speak- Bristol Youth Services	<i>I can understand the resources and support available through Bristol Youth Services and how they can help me with personal and academic challenges.</i>	<i>I can ask relevant questions to the guest speaker to gain a deeper understanding of how their services can benefit me.</i>	n/a
Lesson 7 Personality profile	<i>I can use my personality profile results to identify my unique characteristics and strengths.</i>	<i>I can identify my strengths based on my personality profile.</i> <i>I can apply my strengths to academic and personal situations</i>	n/a
Lesson 8 Note-taking	<i>I can learn note-taking strategies and apply them to my learning in academic classes.</i>	<i>I can list and describe effective note-taking strategies.</i> <i>I can apply these strategies to take organized and useful notes in my academic classes.</i>	n/a
Lesson 9 Problem-solving	<i>I can identify strategies to effectively solve problems.</i>	<i>I can identify different problem-solving strategies.</i> <i>I can apply these strategies to solve problems effectively.</i> <i>I can evaluate the effectiveness of the strategies used in various situations.</i>	n/a
Lesson 10 Self-efficacy	<i>I understand the meaning of self-efficacy and how it applies to school work.</i>	<i>I can explain what self-efficacy means and how it influences my approach to schoolwork.</i> <i>I can use strategies to build and maintain self-efficacy in my academic and personal tasks.</i>	n/a
Lesson 11 Conflict resolution	<i>I can identify and use strategies to resolve conflict with peers.</i>	<i>I can identify effective strategies for resolving conflicts with peers.</i> <i>I can apply these strategies to address and resolve conflicts in a constructive manner.</i>	n/a
Lesson 12 Your Digital Footprint	<i>I am aware of the impact and consequences of my digital communications on social media and can identify responsible use of social media apps.</i>	<i>I can describe the potential impact and consequences of my digital communications.</i> <i>I can evaluate my digital communication habits and make improvements as needed.</i>	n/a
Lesson 13 Accountability/Responsibility	<i>I can identify what it means to take accountability and responsibility for my actions and my academic success/progress.</i>	<i>I can explain what it means to take accountability and responsibility for my actions.</i> <i>I can identify how taking responsibility affects my academic success and progress.</i>	n/a
Lesson 14 Teamwork & Collaboration	<i>I can identify and use collaborative skills to work in a team.</i>	<i>I can identify key collaborative skills needed for effective teamwork.</i> <i>I can reflect on my role in the group and the overall effectiveness of our collaboration.</i>	n/a

Lesson 15 Stress Management	<i>I can identify strategies that reduce stress</i>	<i>I can identify and describe strategies to reduce stress. I can apply these strategies to manage stress effectively.</i>	n/a
Lesson 16 Semester 1 reflection	<i>I can reflect on my performance during Semester 1, identify areas for improvement, and plan for continued success in Semester 2.</i>	<i>I can set goals and develop a plan for continued success in Semester 2. I can outline steps to address areas of improvement and track my progress.</i>	n/a
Lesson 17 Exam Prep	<i>I can utilize my study skills to prepare for exams.</i>	<i>I can identify effective study skills and techniques. I can apply these skills to prepare for exams effectively. I can evaluate my preparation process and make adjustments as needed.</i>	n/a
Lesson 18 Mental Health Wellbeing	<i>I can identify strategies to keep myself mentally healthy & strong.</i>	<i>I can reflect on how maintaining mental health contributes to my overall success.</i>	n/a
Lesson 19 Current societal pressures	<i>I am aware of current societal pressures and how they impact my academic and personal life & decisions.</i>	<i>I can identify current societal pressures and their impact on my academic and personal life. I can describe how these pressures influence my decisions and actions. I can develop strategies to navigate and manage societal pressures effectively.</i>	n/a
Lesson 20 "Coffee House" speech	<i>I can develop a plan for my "Coffee House" speech. (potential for group work)</i>	<i>I can develop a detailed plan for my "Coffee House" speech, including key points and structure. I can refine and continue to develop my speech plan based on feedback and practice. I can effectively deliver my "Coffee House" speech to my classmates.</i>	n/a
Lesson 21 "Coffee House" speech	<i>I can continue to develop a plan for my "Coffee House" speech.</i>	<i>I can refine and continue to develop my speech plan based on feedback and practice.</i>	n/a
Lesson 22 Coffee House Presentations	<i>I can deliver my "Coffee House" speech to my classmates.</i>	<i>I can effectively deliver my "Coffee House" speech to my classmates.</i>	n/a
Lesson 23 Appearance	<i>I can state why appearance matters and identify ways I can make a good impression.</i>	<i>I can explain why appearance matters in making a good impression. I can identify ways to present myself positively and professionally.</i>	n/a

Unit Title:	
Pathways to Success: Career and Education Exploration	
Relevant Standards: Bold indicates priority	
See standards matrix	
	Enduring Understanding(s):
<ol style="list-style-type: none"> 1. What skills are required for my interests and goals? 2. What inherent aptitudes or values might be required to meet specific options? 3. Why is it important to be involved in volunteer, extracurricular, or athletic activities during high school? 4. What institutions offer the training and preparation for one's post-secondary options? 5. What academic requirements are needed to attain one's post-secondary goals? 6. What financial costs and supports might be associated with 	<ol style="list-style-type: none"> 1. High School exposes students to the necessary college, career, civil service, and job-ready skills needed upon graduation based on personal interests and goals. 2. Being realistic about one's goals begins with recognizing one's possession of the general aptitudes required for such a goal. 3. Volunteer work, participation in extracurricular activities, and/or participation in athletics can enhance the high school experience through healthy interpersonal relationships, develop a sense of belonging in the school

<p>specific options?</p> <p>7. What transferable career skills are needed to be a successful employee?</p>	<p>community, and may improve opportunities for postsecondary options.</p> <ol style="list-style-type: none"> 4. Understanding that all post-secondary options are different and that one needs to explore all options before choosing training and preparation for their goals. 5. Awareness of requirements for postsecondary options in advance supports one's ability to make decisions to successfully meet those requirements. 6. Understanding the financial costs and supports associated with one's goals helps one measure the realistic attainability of those goals
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Identify and Evaluate Skills for Personal Goals: Students will research and analyze the skills required for their career or educational interests and set personal development goals based on their findings.</p> <p>Reflect on Personal Aptitudes and Values: Students will assess their inherent aptitudes, values, and strengths to determine which post-secondary or career options align with their attributes.</p> <p>Create a Plan for Extracurricular Involvement: Students will outline how they plan to engage in volunteer, extracurricular, or athletic activities and explain how these contribute to their high school experience and postsecondary opportunities.</p> <p>Research Post-Secondary Institutions: Students will investigate and compare different post-secondary institutions or training programs that align with their career aspirations, documenting the options and pathways available.</p> <p>Develop an Academic Pathway: Students will create an academic plan that identifies the coursework and academic achievements necessary to meet their post-secondary goals, including GPA targets and key milestones.</p> <p>Evaluate Financial Planning for Post-Secondary Education: Students will calculate the potential financial costs of their post-secondary options and explore financial aid, scholarships, or other supports available to them.</p> <p>Demonstrate Career Readiness: Students will identify transferable career skills such as teamwork, problem-solving, communication, and time management, and showcase how they are applying these skills in current academic or extracurricular settings.</p>	<p>8 lessons</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit, students will explore their interests and goals, learning what skills and strengths they need to achieve them. They will also look into different post-secondary options, like college or career training, and learn how to plan for the academic and financial requirements. Additionally, students will understand the value of participating in extracurricular activities and develop important career skills that will help them succeed in the future.</p>	<p>N/A</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Post-secondary options Aptitudes Values Extracurricular activities Career readiness. Academic requirements Transferable skills Financial aid Scholarships GPA (Grade Point Average) Volunteer work</p>	<p>Level ALL Web-Based Program Character Strong -A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>"Post-secondary options only mean college."</p>

Some may assume the focus is solely on preparing for college, when in fact the unit emphasizes a variety of post-secondary options such as vocational training, apprenticeships, military service, or entering the workforce directly.

"Everyone has the same financial support options."
Some might believe that financial aid, scholarships, and grants are universally accessible in the same way for all students, overlooking the differences in financial support based on individual circumstances and the need for careful financial planning.

"Academic success is the only important factor for the future."
A common misconception might be that only grades and test scores matter for post-secondary options. This unit focuses on a well-rounded approach that includes self-awareness, and involvement in activities outside of academics.

Connections to Prior Units:

Connections to Future Units:

This unit connects to the prior units, "Foundations for Success: Building Academic, Executive & Social-Emotional Skills" and "Understanding Self and Others: Skills for Success," in several meaningful ways:

- 1. Building on Academic Skills:** The previous unit on academic skills lays the groundwork for students to set realistic goals for their post-secondary paths. They will apply time management, organization, and study habits learned earlier to meet the academic requirements for college or career training in this unit.
- 2. Strengthening Executive Functioning:** Executive skills like goal setting, decision-making, and problem-solving developed in earlier units will help students navigate the complex process of selecting post-secondary options and understanding financial requirements. They will use these skills to create concrete plans for their future.
- 3. Enhancing Self-Awareness:** In the "Understanding Self and Others" unit, students explored their personalities, strengths, and emotional intelligence. This self-awareness is critical as they assess their aptitudes, values, and interests, connecting them to potential career paths or post-secondary opportunities.
- 4. Applying Social-Emotional Skills:** Social-emotional skills such as resilience, communication, and relationship-building, developed in earlier units, will be applied as students explore the importance of extracurricular and volunteer activities. These skills also help them prepare for teamwork and collaboration in their future careers.
- 5. Goal Setting and Self-Efficacy:** The foundation of goal setting from prior units aligns directly with this unit's focus on creating actionable plans for academic and career success. Students will build on their understanding of self-efficacy, believing in their ability to achieve post-secondary goals.

N/A

Differentiation through Universal Design for Learning

UDL Indicator

Teacher Actions:

2.5
9.1
4.2
3.3
7.1

Allow students to choose career or educational interests that align with their personal preferences and motivations. Offer real-world connections through guest speakers, job shadowing, or virtual career exploration tools. **(2.5)**
Engage students by providing opportunities for personal reflection in varied formats, such as journaling, group discussions, or creative projects that help them explore their values and aptitudes. **(9.1)**
Let students create comparison charts, video presentations, or reports to document their research, allowing for various forms of output that suit their strengths. **(4.2)**
Provide templates, guides, and tools in different formats (e.g., digital planners, written documents, flowcharts) that allow students to visualize their academic progress. **(3.3)**

		Engage students by giving them choices in how they demonstrate career readiness, whether through internships, project-based learning, or simulations of workplace scenarios. (7.1)	
Supporting Multilingual/English Learners See examples for lessons listed below:		Related CELP standards:	
		ML Learning Targets:	
Lesson 2: Post-secondary pathways-All options	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	Level 1 - I can name at least one post-secondary pathway (e.g., "college") and say or write one thing about it with help from pictures or word banks. Level 2 - I can say or write two or three sentences about a post-secondary option like college or a job with help from word banks or sentence frames. Level 3 - I can explain one or two post-secondary pathways by speaking or writing several sentences, using examples and some academic vocabulary like "career" or "vocational training." Level 4 - I can participate in discussions about different post-secondary pathways, sharing my thoughts and using academic vocabulary to explain the characteristics of each. Level 5 - I can confidently participate in class discussions about post-secondary pathways, offering detailed explanations and engaging with peers using advanced academic language.	
Lesson 5 Letter to self Reveal-EOY reflections	I can reflect on my accomplishments and challenges during my Freshman year and identify points of improvement for next year.	Level 1 - I can respond to questions about my Freshman year by pointing to pictures or answering yes/no questions. Level 2 - I can answer simple questions about my Freshman year and my plans for next year by giving one or two-word answers or short sentences. Level 3 - I can participate in conversations about my Freshman year, giving more than one-sentence answers to explain my achievements and struggles. Level 4 - I can reflect on my Freshman year in a conversation or writing assignment, clearly explaining my accomplishments and challenges and linking them to future goals. Level 5 - I can conduct a thoughtful reflection on my Freshman year in a formal conversation or essay, providing thorough explanations of my achievements, challenges, and specific steps for improvement.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1: Post-secondary pathways-All options	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	n/a
Lesson 2: Career Exploration	I can identify and explore at least 3 careers that align with my interests, strengths, and values	I can research and describe the responsibilities and required skills for at least 3 careers that interest me. I can explain how my interests and values connect to the careers I have chosen.	n/a
Lesson 3: Financial Literacy	I can evaluate the financial costs associated with my post-secondary options and explore financial aid, scholarships, and budgeting strategies to support my future goals.	I can explain the importance of financial literacy in managing future educational and career-related expenses, including how to avoid debt and make informed financial decisions.	n/a
Lesson 4: How to be a good employee	I can identify the qualities and behaviors that make someone a good employee and explain why they are important in the workplace.	I can list at least five important qualities of a good employee, such as reliability, teamwork, communication, problem-solving, and adaptability. I can assess my strengths and areas for improvement in relation to these qualities and identify steps to develop the behaviors of a good employee.	n/a
Lesson 5: Letter to self	I can reflect on my accomplishments and challenges during my Freshman year and identify points of	I can reflect on at least two challenges I faced during my Freshman year, detailing how I	n/a

Reveal-EOY reflections	improvement for next year.	<p>handled them and what I learned from the experience.</p> <p>I can recognize and articulate at least two areas where I need improvement, explaining why they are important for my success moving forward.</p> <p>Assessment: EOY questionnaire</p>	
Lesson 6 What to expect in Sophomore year?	I can understand what to expect in my Sophomore year and prepare for the academic, social, and extracurricular opportunities ahead.	<p>I can set at least two personal goals for my Sophomore year that align with my academic, social, or extracurricular expectations, and outline steps to achieve them.</p> <p>Assessment: Exit ticket, check for understanding</p>	n/a
Lesson 7 School Counselor Meet & Greet	I can engage with my school counselor to learn about the resources, support services, and guidance available to help me succeed in my Sophomore year.	I can introduce myself to my school counselor, ask relevant questions, and build a connection for future support throughout my Sophomore year.	n/a
Lesson 8 Final exam prep	I can utilize the study and test-taking skills that I have learned and apply them effectively to my final exam prep.	I can create a detailed study plan for my final exams, incorporating a schedule that allows time for reviewing each subject, using strategies such as breaking content into manageable sections. I can apply at least two active study techniques, such as summarizing notes, using flashcards, practicing with sample questions, or teaching the material to someone else.	n/a



Textbook Recommendation to the Board of Education

Subject/Course: Media Freedom and Power SCSU
First Presentation BOE Meeting Date: 9/11/2024

Grade Level: 11-12
Second Presentation BOE Meeting Date: 10/9/2024

Describe need for the textbook/materials:

Using grant funding from the State of Connecticut to expand dual enrollment opportunities for high school students, teachers developed curriculum for Media Freedom and Power, a course offered as a dual enrollment opportunity by Southern Connecticut State University. This course serves as the capstone course in the Journalism Pathway, providing students the opportunity to earn 3 credits from SCSU. The university requires all dual enrollment offerings of their Media Freedom and Power course to use this textbook as a core resource. As a result, teachers build the curriculum, and their SCSU syllabi, around chapters from this text.

Listed below are textbooks/materials evaluated by the Textbook Selection Committee:

Subject/ Course	Title of Book	Author(s)	Edit ion	Copyright Date	Publisher	Rubric Score Total	Readability
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III and Jerry Dunklee	2nd	2019	Cognella		

The following textbook(s)/materials are recommended by the Textbook Selection Committee

Subject/ Course	Title of Book	Author(s)	ISBN #	Edition	Copyright Date	Publisher	City, State Of Publisher	Publisher Website
Media, Freedom, and Power	The Power of Free Expression in America	Frank Harris III and Jerry Dunklee	978-1-5165-4509-4	2nd	2019	Cognella		https://titles.cognella.com/

Reasons for recommendation (include information on match to curriculum concepts and skills):

SCSU requires all dual enrollment offerings of their Media Freedom and Power course to use this textbook as a core resource. As a result, teachers build the curriculum, and their SCSU syllabi, around chapters from this text.

Textbook Recommendation to the Board of Education

Student Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: #Texts per School
50	The Power of Free Expression in America	\$92.95	\$5,057.46	25 - BE 25 - BC

Teacher Materials Needed				
Quantity	Item Name	Cost Per Item	Total Cost	Distribution: # per School

TOTAL COST	
Total Cost for Student Texts/Materials	\$5,057.46
Total Cost for Teacher Materials	
GRAND TOTAL	\$5,057.46

Textbook Selection Committee		
Staff member	School	Grade/Course Taught
Suzanne Kukucka	Bristol Eastern High School	Media Freedom and Power
Katherine Callahan	Bristol Central High School	Media Freedom and Power